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ABSTRACT

Described is the 1971-72 Mark Twain School (Montgomery County, Maryland) staff development institute at which 38 regular classroom teachers were trained in individualized psychoeducational programing for emotionally disturbed adolescents with learning difficulties whose needs could not be met in regular secondary school programs. Five chapters deal with aspects such as establishing the school and the institute, selecting and training institute participants to teach at Mark Twain, evaluating achievement of the institute's functional goals (including development of trainees) skills in psychoeducational assessment, interpersonal relationships and behavior management), and recommendations for improving the training program (including provisions for supervised practice teaching and the development of techniques to assess trainees' competencies). Appendixes include a list of the institute's goals and subgoals and a description of instructional units. (LH)

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A Report on

The Mark Twain Staff Development Institute
July 1, 1971, to January 14, 1972

April 1972

Homer O. Elseroad
Superintendent of Schools

EC073406

JUN 02 1975

A Report on

The Mark Twain Staff Development Institute
July 1, 1971, to January 14, 1972

Submitted by

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to

U. S. Office of Education
Bureau of Handicapped Children
Innovation Grant
Teacher Training in the Area of
Emotionally Disturbed Children

Stanley A. Fagen --- Director of Institute
William R. Porter --- Building Principal

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Chapter I

INTRODUCTION

In April, 1971, the Montgomery County Public Schools, Rockville, Maryland, received a grant under Title VI of Public Law 91-230, Education of the Handicapped Act to supplement funding of the Mark Twain Staff Development Institute. The application for a Special Project Grant cites three main purposes:

> To develop classroom teachers to work effectively in the public school special education center established to teach emotionally handicapped adolescents and to conduct professional development and research in this area
>
> To develop a public school training model for preparation of professional personnel in the area of emotionally handicapped adolescents
>
> To develop a functional system and methodology for evaluating knowledge, attitudes, and skills

This report will focus on the six-month teacher training program that began operating on July 1, 1971, and ended on January 14, 1972.* The major purpose of the training program was to prepare 38 regular public school teachers to plan and conduct an individualized psychoeducational program. This program was to be implemented at a newly constructed, specially equipped center known as the Mark Twain School for adolescents who have problems in academic tasks, human relationships, and self-organization.

BACKGROUND

A. Locale

Montgomery County is a predominantly suburban community northwest of Washington, D. C., and about 20 miles southwest of Baltimore, Maryland. Montgomery County covers a 506 square mile area, making it the fourth largest county in Maryland.

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*The 1971-1972 institute was viewed by the program staff as the first step in the implementation of the Montgomery County Public School plan for establishing Mark Twain as a center for staff development in the area of teaching adolescents with emotional and learning difficulties. This initial phase of program development was supported by the U. S. Office of Education, Bureau of Handicapped Children, with a special innovative project planning grant. Following that grant period from July 1, 1970, to June 30, 1972, it was anticipated that Montgomery County Public Schools would apply for a three year continuation grant to develop the project from planning to prototype.

The population of the county has tripled since 1950, climbing from 164,000 to 550,000 in 1970. Present trends indicate that Montgomery County will have a population of one million residents by the year 2000. Most of the population is concentrated in the southern part of the county with the northern two-thirds of land remaining primarily rural.

It is a highly professional area with 180,000 at-place employment; more than 43 per cent of the population over 25 years old have attended college, and 29 per cent are college graduates. Average per household income reached $18,500 in 1970. The citizenry is vocal in expressing its interest in quality schools.

B. The Public School System

Montgomery County has a county school system which encompasses 195 elementary, middle, junior, and senior high schools. The Board of Education is one of two elected boards of education in the state of Maryland; the others are appointed by the Governor. The student enrollment is 125,000 with a per pupil expenditure of $1,200 for the kindergarten through twelfth grade programs. There are about 7,000 professionals and 4,400 supporting services employees; class size averages 26 pupils in the elementary schools and 27 in secondary school academic classes.

Programs are available for children with speech and hearing problems, visual and auditory handicaps, specific learning disabilities, mental retardation, crippling and chronic health conditions, emotional handicaps, and other special health problems which require temporary home or hospital confinements. Three special schools are available for the moderately retarded and a fourth functions as a secondary school for multihandicapped students. Mark Twain School is Montgomery County's fifth special school.

In addition, the county operates more than 30 Head Start classes for prekindergarten children from disadvantaged homes, and approximately twelve elementary school programs are supplemented through funds from Title I of the Elementary and Secondary Education Act. Schools also participate in the Federal School Lunch and School Breakfast Programs, Vocational Education Act Programs, and other titles of ESEA.

C. Historical Development

Schools have become increasingly challenged by students who are unable to succeed in academic tasks and human relationships. Many of these students are adolescents who are overwhelmed by failure. They fail to achieve academically, to exercise proper judgment, to organize their thoughts and energies for constructive activities, or to behave in socially acceptable patterns. These continuing failures isolate them from their peers and alienate them from adults. Without resolution of these problems, many of these young people will enter the community with poor vocational preparation and with strong feelings of inadequacy and hostility. Some will withdraw from work or social demands and become an additional burden on a family group which is often already under stress.

To prevent some of this waste of human resources, with its cost both for the individual and the community, an educational center for adolescents with special needs was proposed for the Montgomery County Public Schools in August, 1967.

1. Need Assessment

A project to study the feasibility of establishing a model demonstration school was financed under the Elementary and Secondary Education Act of 1965 from March, 1966, to September, 1967. *Planning for Supplementary Education Services, Volume 1, Recommendations* reported the results of this project. It contained 11 recommendations for improving education and allied services for children and youth with special needs.

High priority was assigned to a pilot project for early identification, diagnosis, and remediation processes within local schools to improve the performance of children with learning and adjustment problems. This was Project FOCUS, funded under Title III of ESEA, and now operational in Montgomery County.

The second highest priority was the development of multilevel school programs for the "evaluation, education, and adjustment of emotionally handicapped adolescent boys and girls in three types of settings." These were to include "(1) a year-round day program in a special school for seriously handicapped adolescents, (2) programs in selected junior and senior high schools for students able to function with appropriate support in the regular school environment, and (3) a satellite school for mildly retarded adolescents who are emotionally handicapped."

Programs in selected junior high schools were the first of the three settings to be implemented on a pilot basis in the fall of 1970. The ultimate goal of this school based program is that every secondary school in Montgomery County will have something to offer those students who cannot make the most of the regular program but for whom a special school is unwise or unnecessary. A special school for multihandicapped students is partly performing the function of a "satellite school for mildly retarded adolescents" with emotional handicaps. However, this is not its primary mission and to date no special steps have been taken to further develop this level program. The "year-round day program in a special school" is the Mark Twain School Program.

2. Mark Twain School

Part I of the recommendation for the development of multilevel school programs led to a document titled, "A Proposal for a School for Emotionally Handicapped Adolescents," published by the Montgomery County Public Schools in March, 1968.

The proposal described a school, later to be known as Mark Twain School, to serve 250 students of average or higher intellectual ability, ages 11-19 (Grades 6-12) whose needs could not be met in a regular secondary school even when supported by environmental adjustments and specialized services but for whom a medically-oriented environment was unnecessary. The goal of the school was to move a student back to a neighborhood school within six months to two years.

For the next two years, more than 100 people served on Mark Twain planning committees which included teachers; counselors; psychologists; administrators; and supervisors; representatives from the Montgomery County Health Department, Department of Social Services, Juvenile Court, Mental Health Association, County Council of PTA's, Health and Welfare Council, and the Maryland State Department of Education and Division of Vocational Rehabilitation; students; citizens; and expert consultants. These committees hammered out such specifics as the architectural design of the school, the selection procedure for the students and staff, and the content of preservice and inservice training programs.

During the 1970-71 school year, five staff persons were assigned full time to continue with planning and to perform the functions necessary to operationalize the program. These staff members were the principal and assistant principal of the school and the supervisors of supplementary services, staff development, and evaluation and research. A major activity during this period was the selection of the teaching staff for Mark Twain School. These teachers subsequently became the participants in the Mark Twain Staff Development Institute and are the subject of this report.

Dr. Stanley A. Fagen, supervisor of professional development, was assigned the responsibility for the Mark Twain Development Institute and became its director. Final planning was completed during that school year, and the institute became operational July 1, 1971.

D. Institute Evaluation

The purpose of the evaluation for the Mark Twain Staff Development Institute was two-fold: to provide feedback for program modification during the operation of the Institute (Formation Evaluation) and to collect and report evidences which would be used to determine the overall effectiveness of the Institute (Summative Evaluation).

To accomplish the evaluation purpose, the model for evaluation consists of three major components: (1) learning area competency measurement including pre-post institute test battery, (2) monitoring and reporting of program activities, and (3) an independent educational accomplishment audit.

The pre-post institute test battery consisted of tests (see Appendix A) selected by the evaluator in cooperation with members of the Mark Twain Planning Staff. In addition, learning area coordinators were instructed to meet with the supervisor of evaluation to identify performance criteria related to training subgoals within each learning area that were not addressed in the pretest battery or were newly created as a function of the dynamic nature of the institute program.

The monitoring and reporting component consisted of activities designed to document what was actually occurring during the institute as compared to what was originally planned (the Proposal). A series of three formal reports were to be given to the program staff as well as informal feedback whenever discrepancies were noted.

The independent educational accomplishments audit (see Appendix B) was an external evaluation designed to assess the appropriateness of the evaluation procedure (both design and implementation) for determining program effectiveness.

The University of Virginia Evaluation Research Center under the direction of Malcolm Provus, contracted for the audit. A separate report written by the auditing agent is to be forwarded to the U. S. Office of Education.

The audit report should be read in conjunction with this report to understand more fully the effectiveness of the Mark Twain Staff Development Institute.

Chapter II

THE MARK TWAIN STAFF DEVELOPMENT INSTITUTE

The Mark Twain Staff Development Institute was held during a six-month period from July 1, 1971, to January 14, 1972. The immediate purpose of the institute was to prepare 38 public school teachers to plan and conduct an individualized psychoeducational program at the newly constructed Mark Twain School for adolescents with problems in academic tasks, human relationships, and self-organization. In addition, the institute would serve several long-range purposes:

1. To provide the Mark Twain teaching staff with the basic skills and knowledge necessary to serve as master of supervising teachers for future personnel receiving special training at the school.

2. To achieve the first step in a sequential plan for establishing the Mark Twain School as a prime resource for staff development, with a special emphasis on preparing regular school personnel to handle effectively the learning and emotional problems of adolescents.

3. To implement the MCPS plan for Mark Twain School as a staff training and evaluation center in this area of education.

4. To develop a public school training model for the preparation of professional personnel to teach adolescents with learning and emotional problems.

5. To develop a functional system and methodology for evaluating knowledge, attitudes, and skills in needed competency areas as well as for evaluating the degree of discrepancy between training program objectives and demonstrated performance.

A. Participants

All institute participants were fully salaried educators in training status for a six-month period preceding admission of adolescents to the school. The process of selecting staff included a variety of information sources designed to tap an applicant's instructional, management, personal, and interpersonal behavior. Applicants were reviewed by a selection committee consisting of the principal, assistant principal, and supervisor of professional development. The committee considered the following data input: (1) formal written application to the MCPS Department of Personnel, (2) supplementary written application to the Mark Twain School, (3) letters of reference, (4) group interview, (5) classroom observation, and (6) an individual interview.

It was intended that all of the trainees who would become the initial staff for the Mark Twain school would be experienced teachers without special training to work with troubled adolescents. In the actual selection of trainees, three were chosen who had no classroom teaching experience; and two were selected who had certification in special education. One teacher included in the training institute was assigned to another school which is a special facility for multiple handicapped students. During the course of the institute, one trainee dropped out for personal reasons; that trainee is not included in any of the data presented in this report.

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Selected characteristics of trainees are listed in Table 2.1. Trainee assignments to job positions on the Mark Twain School faculty are shown in Table 2.2.

B. Program Staff

The staffing structure revolved around the concept of a learning area. Under the overall direction of Dr. Stanley Fagen, supervisor of professional development, each of the basic learning areas had an instructional coordinator from the Mark Twain School Faculty. (For resumes of the instructional coordinators, see Appendix C.) The instructional coordinator had responsibility and authority for developing and arranging learning experiences in his basic learning area. The use of Mark Twain staff as coordinators insured the close functional relationship designed to fulfill the dual purposes of providing basic skills and knowledge to the trainees, as well as creating conditions for a constructive organizational environment in the Mark Twain School. In addition, with Mark Twain staff serving as coordinators, the training program was shaped and supported by staff responsible for school operations. Table 2.3 shows that the Mark Twain Staff assumed a major share of the actual instruction and supervision.

Column 2 of Table 2.3 contains sources of professional support for training from within Montgomery County Public Schools. The use of supervisors and teacher-specialists to fulfill training functions within the institute was a step in making the Montgomery County public school system personnel aware of Mark Twain as a prime resource for staff development as well as demonstrating the wealth of public school talent available for teacher education.

Column 3 and 4 pertain to sources of instructional support from outside Montgomery County Public Schools. Column 3 "Visiting Instructors," denotes persons who assumed a primary role in the instruction or management of a seminar or practicum. Column 4 refers to outside resource people who provided a relatively brief but valuable contribution in the form of a lecture, a short lecture series, or consultation.

C. Specific Training Goals

The institute was predicated on the belief that sound training requires a clear set of goals stated in terms of actual job functions. In planning the institute the six basic areas of teacher competency listed below were regarded as the primary functional goals of the training program.

Goal A - To develop skill in psychoeducational assessment and programming

Goal B - To develop personal sensitivity and interpersonal effectiveness

Goal C - To develop skill in implementing a psychoeducational curriculum for adolescents who have problems in academic tasks, human relationships, and self-organization

Goal D - To develop skill in individualizing instruction for adolescents who have problems in academic tasks, human relationships, and self-organization

Goal E - To develop skill in behavior management

Goal F - To develop skill in system analysis

TABLE 2.1

Selected Characteristics of the Institute Participants

Classroom Teaching Experience:	None	3	1-10 Years	25	Over 10 years	10
Age:	30 and Under	23	31-40	11	Over 40	4
Sex:	Female	19	Male	19		
Education Degrees:	Bachelors	26	Masters	12		
Educational Training:	Special Education	2	Regular	36		
Previous Employment:	Within Montgomery County Public Schools	31			Other	7
Ethnic Origin:	Minority Group	6	Other	32		

TABLE 2.2

Trainee Job Assignment on the Mark Twain School Faculty

Job Assignment	Number	Job Assignment	Number
Team Leader	4	Industrial Arts Teacher	2
Elementary Teacher	4	Business Education Teacher	1
Science Teacher	4	Diagnostic Teacher	1
English Teacher	3	Drama Teacher	1
Math Teacher	3	Home Economics Teacher	1
Social Studies Teacher	3	Music Teacher	1
Physical Education Teacher	3	Work Coordinator	1
Reading Teacher	2	Librarian	1
Art Teacher	2	Not assigned to Mark Twain School	1

TABLE 2.3

Mark Twain School Institute Staffing Structure

Learning Area	Mark Twain Faculty Instructional Coordinator(s)	Montgomery County Public Schools Resource Staff	Visiting Instructors	Lecturers/ Consultants	Mark Twain Faculty Instructors/ Supervisors
Interpersonal Relations	Stanley Fagen		Charles Seashore		William Porter Stanley Fagen
Behavior Management	Stanley Fagen	Patricia Bourexis Patti Wright Louise Brown Bill Bruchey Jim Schweitzer Sid Shore Larry Borders	Nicholas Long	Harold Cohen James Breiling Edward Mason	Stanley Fagen Gerry Meltz
Issues in Special Education	William Porter	Phil Stromowsky Joseph Tarallo		Nicholas Long Jean Hebeler Martha Jachowski Thomas Israel	John Gannon William Porter Jeffrey Robertshaw Constance Godfrey
Adolescent Problems	Edmund Phillips			Stanley Warner Milton Shore Leonard Press Jean Smith Stephanie Greene Hank Shetterly Bob Tansey Rus Gordon Calvin Frederick	Edmund Phillips Stanley Fagen Stephen Johnsen June Pollack Jody Bradford
Individual and Group Counseling	Stanley Fagen	Rita Mann Rick Henning Mike Vizas Toole Minton Fern McDonald Cecil Workman Jane Butcher		John Muller Joan Peck	Roger Gessay Rita Gloyd Anne Taylor Ros Inman Lil Rasmussen Stanley Fagen Gerry Meltz
Research and Evaluation	Steve Checkon			Richard Ober	Phillip Ross Steve Checkon
Psychoeducational Assessment	William Porter		Michael Deem		Steve Johnsen Judy Tarr Edmund Phillips
Curriculum Development	Joan Israel	Patricia Bourexis		Bruce Joyce Marsha Weil Rhoada Wald Joel Goodman	Joan Israel William Porter
Individualized Instruction	Phillis McDonald	Louis D'Avidio Thomas Collins Claude Turnell Charles Mayo Frances Dean Toni Negro Larry Cooley		Joseph Harless Arlene O'Leary Robert Carter Linda Jacobs Gerald Smith	Roseanne Harrington Ken Owens Phyllis McDonald Steve Johnsen Ann Shattuck Mickie Kottage Roger Gessay Caroline Mater

Learning units were designed to change behavior in the direction of those goals. Since a long-range purpose of the institute was the development of a public school training model for preparation of professional personnel to work with adolescents with learning and emotional problems, it was expected that modifications in the functional goals and in the program of instruction would be made as the institute evolved. Specific feedback mechanisms and decision-making processes were incorporated in the institute to make it possible to revise or refine planning regarding either specific training goals or the program of instruction.

During the institute, changes were made in response to (1) the needs and interests of trainees, (2) the discovery that community resources for practice teaching were more limited than expected, (3) re-evaluation of priorities and relationships among the original goals, and (4) the realization that direct involvement with incoming Mark Twain students was a critical need.

The functional goals and subgoals which emerged from this process of re-evaluation and revision are listed in Table 2.4. For the full list of goals and subgoals as defined in the proposal for the institute, see Appendix D.

D. The Instructional Program

1. Guiding Principles for Program Development

In an effort to maximize achievement of the functional goals listed in Table 2.4, program development was based upon three guiding principles. These were:

a) Relevance of institute learning experience to identified job skills

b) Integration of didactic, practica, and independent study experiences

c) Creation of psychoeducational learning environment in which cognitive and affective dimensions are interwoven and correlated with the needs and motivation of the learner

2. Instructional Units

A variety of significant learning experiences were designed for the institute in accordance with the above principles for program development. These learning experiences were conveniently grouped into three categories of seminars, practica, and independent study:

a) Seminars. For the purpose of this institute, a seminar was intended to mean an instructor-managed group which met for a specified number of sessions. Each seminar was structured to include an explicit set of subject matter, arranged as interdependent learning units. The following seminars were conducted:

(1) Psychoeducational Assessment and Programming

(2) Behavior Management

(3) Curriculum Development

(4) Educational Technology and Instruction

(5) Adolescent Problems and Development

TABLE 2.4

Revised Functional Goals and Subgoals of Mark Twain School Staff Development Institute*

Goal A

To develop skill in psychoeducational assessment and programming

Subgoal 1

Ability to complete a psychoeducational profile, including learner strengths and weaknesses, style, and interpersonal functions

Subgoal 2

Ability to interpret and integrate diagnostic findings

Subgoal 3

Ability to use assessment information for psychoeducational planning and for evaluating student progress

Goal B

To develop personal sensitivity and interpersonal effectiveness

Subgoal 1

Ability to comprehend and communicate effectively with others on both the cognitive and affective levels

Subgoal 2

Ability to interact with genuineness, respect, empathy, flexibility, self-awareness, and self-acceptance

Subgoal 3

Ability to use and provide human resources or supervision constructively

Subgoal 4

Ability to promote mutual understanding and resolution of problems

Goal C

To develop skill in implementing an instructional program for adolescents who have problems in academic tasks, human relations, and self-organization

Subgoal 1

Ability to identify and/or develop educational materials and tasks at levels of reasonable challenge for each child in the classroom

*Revised 12/71

Subgoal 2

Ability to develop individual performance objectives

Subgoal 3

Ability to employ curriculum and teaching strategies to meet cognitive and emotional needs of the learner

Subgoal 4

Ability to employ a variety of educational techniques and materials in implementing specific teaching strategies

Goal D

To develop skill in behavior management

Subgoal 1

Ability to establish realistic behavioral standards and limits in an educational setting

Subgoal 2

Ability to identify sources of conflict within the individual, group, and school environment

Subgoal 3

Ability to develop and use teacher-intervention techniques to deal with disruptive school behavior

Goal E

To develop skill in systems analysis and consultation

Subgoal 1

Ability to formulate and communicate concepts of family, social, and educational system influences on student behavior and adjustment

Subgoal 2

Ability to identify and use organizational processes for communication, decision-making, and conflict resolution

Subgoal 3

Ability to identify and appreciate policies and practices which promote or hinder organizational objectives

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(6) Issues in the Education of Adolescents with Special Needs

(7) Introduction to Counseling

(8) Research and Evaluation

b) Practica. Practicum experience connoted a supervised applied learning situation in which the learner participated directly in activities that represented real samples of professional role function and responsibility. The following practica were offered:

(1) Application of Psychoeducational Assessment Techniques

(2) Application of Counseling Techniques

(3) Experiencing Interpersonal Relations

(4) Adolescent Life Space Experiences

(5) Team Collaboration Experience

(6) Practice Teaching (initiated after January 14, 1972)

c) Independent Study. All trainees were provided regular time periods to pursue areas or units of study that were particularly suited to their personal needs and interests. Selection of independent study activities was based upon such factors as self-appraisal of personal strengths and weaknesses and skill priorities based on the trainee's functional position in the Mark Twain School.

A description of the content of instructional units can be found in Appendix E.

3. Learning Areas

To facilitate the organization and management of the institute as well as to emphasize the integration of academic and practicum experiences, the various learning components presented in the previous section were organized into a set of basic learning areas. Nine basic learning areas were delineated as follows:

a) Pyschoeducation Assessment and Programming
(Seminar #1, Practicum #1)

b) Interpersonal Relations
(Practicum #3)

c) Curriculum Development
(Seminar #3, Practicum #6)

d) Individualized Instruction
(Seminar #4, Practica #5 and #6)

e) Behavior Management
(Seminar #2, Practicum #6)

f) Issues in Special Education
(Seminar #6, Practicum #4)

g) Adolescent Problems and Development
(Seminar #5, Practica #2 and #4)

h) Individual and Group Counseling
(Seminar #7, Practicum #2)

i) Research and Evaluation
(Seminar #8, Practica #5 and #6)

Inherent to the institute organization were clear-cut connections between goals and structured learning experiences. Thus, specific goal achievement was seen as functionally dependent upon study in a given set of learning areas. Table 2.5 depicts these relationships.

4. Relation of Instruction to Staff Functions in Mark Twain School

Learning experiences were related in several ways to the skills which would be needed by trainees to perform their functions in the Mark Twain School.

a) Where appropriate, the content of instruction was specifically related to the Mark Twain School as an educational setting. For instance, in the area of psychoeducational assessment, instruction in the theory and methodology of assessment, statistics, and adolescent development was followed by work in assessing and planning for students who would actually attend Mark Twain School.

b) From the beginning many learning activities were carried out in the instructional teams and subject-discipline teams, the basic units for staff organization in the school. Thus, emphasis was placed on acquisition and exercise of understandings, attitudes, and practices necessary to implement a team teaching model of instruction.

c) The inclusion of Supplementary Services Personnel in many aspects of the training program, both as participants and resources, emphasized the concept that Supplementary Services (social workers, nurses, physician, psychologist) were an integral part of the Mark Twain School and provided the opportunity for teachers to develop working relationships with them.

d) Just as teachers are expected to provide a wide variety of experience for their students, various methods of instruction and grouping of trainees were employed in the institute.

e) Within the institute every effort was made to practice the cooperation, interdisciplinary collaboration, open communication, and clarity of professional responsibilities and authority which it was hoped would characterize the organizational environment of the Mark Twain School. One focus of this effort was frequent meetings of the entire community - trainees, administrators, training staff, and supplementary services - to discuss and resolve current problems of issues.

TABLE 2.5

Relations Between Functional Goals and Basic Learning Areas

Goals	(achieved through)	Learning Areas
a) Psychoeducational Assessment		a) Psychoeducational Assessment and Programming
		e) Behavior Management
		g) Adolescent Problems and Development
		i) Research and Evaluation
b) Interpersonal Relations		b) Interpersonal Relations
		f) Issues in Special Education
		g) Adolescent Problems and Development
		h) Individual and Group Counseling
c) Curriculum Implementation		b) Behavior Management
		c) Curriculum Development
		d) Individualized Instruction
		g) Adolescent Problems and Development
		h) Individual and Group Counseling
		i) Research and Evaluation
d) Behavior Management		a) Psychoeducational Assessment and Programming
		e) Behavior Management
		f) Issues in Special Education
		g) Adolescent Problems and Development
		h) Individual and Group Counseling
		j) Research and Evaluation
e) Systems Analysis		b) Interpersonal Relations
		f) Current Issues in Special Education
		g) Adolescent Problems and Development
		j) Research and Evaluation

5. Schedules

Because of the variety of learning experiences, the flexibility in response to feedback from trainees, and the developing nature of the program, the format of the institute varied depending upon learning area and instructional objectives. The schedule was based on a 40-hour week, plus additional study in preparation for seminars. Schedules were prepared and distributed to all participants weekly. For a sample, see Appendix F.

6. Physical Facilities

The Mark Twain Staff Development Institute opened on July 1, 1971, in borrowed quarters at Redland Junior High School. On September 1, 1971, it moved to the still unfinished Mark Twain School where learning activities were temporarily carried on without furniture in the midst of construction confusion and despite the horrors of an unmodulated heating system. In spite of difficulties because of inadequate facilities, morale remained high. While environmental conditions improved during this period of the institute, the official opening day for students was delayed by one week. Many features of the building were especially designed and constructed to facilitate the education of troubled adolescents. An unusually extensive audio-vidio system was included to facilitate individualized instruction. It was planned to give trainees instruction and practice in utilizing this system. However, the audio-vidio system was not even partially operational until January, requiring rescheduling and revision of instruction in its use.

E. Budget

A majority of the resources for the staff development institute were provided by the Montgomery County Public Schools; additional funds were provided by a grant from the United States Office of Education. (See Table 2.6 on page 17. For a detailed budget of the grant see Appendix G.)

F. Ongoing Evaluation

In addition to general efforts to provide an atmosphere in which communication could be open and direct, several specific mechanisms were provided to insure feedback from participants.

1. Daily Feedback Activities

Institute participants were encouraged to comment on activities by means of a daily Participant Survey Form. The information was made immediately available to the appropriate instructional coordinator. Summaries were presented weekly to the Leadership Group and distributed to trainees via the notes of that meeting.

2. Weekly Evaluation of Activities by Teams

A Team Feedback Form was developed which provided space for listing the "most" and "least" appreciated activities along with comments and criticisms regarding the organization of activities. A summary of the responses of all teams reporting was presented to the Leadership Group. A survey conducted in the later half of the institute indicated that almost all trainees read this summary in the notes of the Leadership Group meeting.

TABLE 2.6

Resources for the Mark Twain Staff Development Institute

	Approximate Value
Resources Provided by Montgomery County Public Schools	
Salaries and fringe benefits for 37 teacher trainees	$343,000
Salaries of Mark Twain Faculty, prorated in terms of time commitment to the institute	46,000
Use of buildings (Redland Junior High, Mark Twain School, Curriculum Library, and Instructional Materials Center)	Value not estimated
Subtotal over	$389,000
Resources Provided by Grant From U. S. Office of Education	
Personnel (secretary, research assistants, resource specialist, part-time instructors, lecturers and consultants, employee benefits and services)	$ 36,965
Supplies, data processing, equipment rental	6,630
Indirect costs	3,488
Subtotal	$ 47,083

3. Periodic reports also were made to the staff and participants in September and December. These reports summarized data from daily and weekly feedback, from questionnaires measuring response to specific learning units, and from interviews conducted with participants. Each of these reports identified specific areas in which communication between staff and participants needed to be amplified or clarified and made suggestions for program modifications.

4. In addition, an evaluation was conducted of The Interpersonal Relations Practicum (known as bridging groups) to provide information to the community on which to base decisions on how this activity should be continued.

   These feedback mechanisms were utilized by the institute staff in ongoing evaluation of the institute and as a basis for revisions of the goals and program during the course of the institute.

G. Changes in the Training Program

In an innovative program, it is desirable to document not only outcomes but also changes which develop during operation and discrepancies between the original plan and the actual implementation of the program.

In order to demonstrate that a special institute could prepare teachers to work with emotionally disturbed adolescents, it was planned that all trainees would have classroom teaching experience and none would have certification in special education. The trainees actually selected deviated from this plan in two ways: (1) three trainees had no classroom teaching experience and (2) two of the 38 trainees already were certified in special education.

Because of the close relationship between training goals and instructional units, changes in one affected the other. Discussion and clarification of goals not only took place in the time which elapsed between preparation of the proposal and the opening of the institute but continued throughout the institute. While the principal goals remained unchanged, they were pruned to eliminate repetition and ambiguity. A major change was the consolidation of Goal C, "To develop skill in implementing a psychoeducation curriculum," with Goal D, "To develop skill in individualizing instruction." Changes were made in subgoals to eliminate duplicated subgoals and to rewrite them in terms of measurable characteristics. In Appendix D goals and subgoals which were revised are indicated. The final statement of goals is found on pages 11 and 12.

Changes in instructional units are detailed in Table 2.7. In comparing the preinstitute proposal to the actual institute precedings, the following differences are noted:

1. Deletions

   a) Community Field Trips were eliminated as a formal learning strategy because of competing pressures for time and a primary focus on resolving issues facing the Mark Twain School.

   b) The Remedial Education Seminar was formally eliminated because its content could better be taught as a part of two other seminars to which additional time was added, Curriculum Development and Individualized Instruction.

TABLE 2.7

A Comparison of Proposed* and Actual Institute Proceedings

Learning Area	Proposal	Actual
Interpersonal Relations	(A) Group Process Experience - 35 hrs. (B) Human Relations Workshop - 26 hrs. (2 credits)	(A) Group Process Experience - 48 hrs. (B) Human Relations Experiences - 35 hrs. (C) Community Experiences - 7 hrs. (3 credits
Behavior Management	(A) Behavior Management Seminar - 50 hrs. (3 credits)	(A) Behavior Management Seminar - 49 hrs. (3 credits
Issues in Special Education	(A) Issues Seminars - 32 hrs. (B) Community Field Trips - 32 hrs. (3 credits)	(A) Issues Seminar - 33 hrs. (2 credits
Adolescent Problems	(A) Adolescent Problems Seminars - 32 hrs. (B) Adolescent Life Space Experience - 27 hrs. (3 credits)	(A) Adolescent Problems Seminar - 45 hrs. (B) Adolescent Life Space Experience - 32 hr (3 In-service/1 Workshop) (4 credits
Individual & Group Counseling	(A) Counseling Seminar - 35 hrs. (B) Counseling Practicum - 36 hrs. (3 credits)	(A) Counseling Seminar: Introduction -30 hr (B) Counseling Seminar: Application - 21 hr (2/3 credits
Research & Evaluation	(A) Research & Evaluation Seminar - 32 hrs. (2 credits)	(A) Research & Evaluation Seminar - 36 hrs. (2 credits
Psychoeducational Assessment	(A) Psychoed Assessment Seminar - 32 hrs. (B) Diagnostic Evaluation Practicum - 25 hrs. (3 credits)	(A) Psychoed Assessment Seminar: Introduction - 32 hrs. (B) Psychoed Assessment Seminar: Application - 40 hrs. (4 credits
Curriculum Development	(A) Curriculum Development Seminar - 50 hrs. (3 credits)	(A) Curriculum Development Seminar - 68 hrs. (4 credits
Individualized Instruction	(A) Individualized Instruction Seminar - 32 hrs. (B) Remedial Education Seminar - 32 hrs. (C) Team Collaboration Experience - 51 hrs. (D) Diagnostic-Prescriptive Teaching Practicum - 40 hrs. (6 credits)	(A) Individualized Instruction Seminar -50 h (B) Team Collaboration Experience - 90 hrs. (3 In-service/3 Lab-Grp) (6 credits
Practice Teaching	100 hours of classroom teaching with problem adolescents (4 credits)	No classroom teaching provided. (0 credits
Summary	(32 credits)	(30 credits) (plus 1 optional credit)

*Proposal for Mark Twain Staff Development Institute (12/1970)

TABLE 2.7

A Comparison of Proposed* and Actual Institute Proceedings

Proposal	Actual	Difference
Group Process Experience - 35 hrs. Human Relations Workshop - 26 hrs. (2 credits)	(A) Group Process Experience - 48 hrs. (B) Human Relations Experiences - 35 hrs. (C) Community Experiences - 7 hrs. (3 credits)	Add 1 credit: Additional hours in lab-group course
Behavior Management Seminar - 50 hrs. (3 credits)	(A) Behavior Management Seminar - 49 hrs. (3 credits)	No change
Issues Seminars - 32 hrs. Community Field Trips - 32 hrs. (3 credits)	(A) Issues Seminar - 33 hrs. (2 credits)	Subtract 1 credit: Deletion of group field trips as formal learning strategy
Adolescent Problems Seminars - 32 hrs. Adolescent Life Space Experience - 27 hrs. (3 credits)	(A) Adolescent Problems Seminar - 45 hrs. (B) Adolescent Life Space Experience - 32 hrs. (3 In-service/1 Workshop) (4 credits)	Add 1 credit: Additional hours in seminar
Counseling Seminar - 35 hrs. Counseling Practicum - 36 hrs. (3 credits)	(A) Counseling Seminar: Introduction -30 hrs. (B) Counseling Seminar: Application - 21 hrs. (2/3 credits)	No change in credits: Application course optional
Research & Evaluation Seminar - 32 hrs. (2 credits)	(A) Research & Evaluation Seminar - 36 hrs. (2 credits)	No change
Psychoed Assessment Seminar - 32 hrs. Diagnostic Evaluation Practicum - 25 hrs. (3 credits)	(A) Psychoed Assessment Seminar: Introduction - 32 hrs. (B) Psychoed Assessment Seminar: Application - 40 hrs. (4 credits)	Add 1 credit: Additional hours in application of assessment techniques
Curriculum Development Seminar - 50 hrs. (3 credits)	(A) Curriculum Development Seminar - 68 hrs. (4 credits)	Add 1 credit: Additional hours in seminar
Individualized Instruction Seminar - 32 hrs. Remedial Education Seminar - 32 hrs. Team Collaboration Experience - 51 hrs. Diagnostic-Prescriptive Teaching Practicum - 40 hrs. (6 credits)	(A) Individualized Instruction Seminar -50 hrs. (B) Team Collaboration Experience - 90 hrs. (3 In-service/3 Lab-Grp) (6 credits)	No change in credits: Deletion of remedial education seminar, and shift of diagnostic application to psychoeducational assessment area. Addition of hours to seminar and team collaboration experience.
hours of classroom teaching with lem adolescents (4 credits)	No classroom teaching provided. (0 credits)	Subtract 4 credits: Deletion of practice teaching as impractical during Institute. Propose practice teaching equivalent at Mark Twain during period from Feb.-March, 1972
credits)	(30 credits) (plus 1 optional credit)	

lopment Institute (12/1970)

2. Additions

   a) Additional laboratory time in Interpersonal Relations through Group Process and Community Experiences

   b) Additional seminar hours in Adolescent Development and Problems

   c) Additional time for team collaboration

   d) Additional seminar hours in application of assessment techniques

3. Modifications

   a) The Diagnostic-Prescriptive Practicum was shifted to the Psychoeducational Assessment Area 1 and incorporated the Diagnostic Evaluation Practicum with it to form the "Psychoeducational Assessment Seminar: Application."

   b) Practice Teaching in classrooms of adolescents with emotional and learning difficulties was delayed. The shortage of community teaching resources and unwieldy logistics problems made it necessary to postpone practice until the Mark Twain School had students of its own. This experience highlighted the need for Mark Twain School as a teacher training resource in Montgomery County.

The institute program was designed to provide courses which would be approved by the Maryland State Department of Education for certification in the area of special education for emotionally disturbed adolescents. The changes in the training program were reviewed and accepted by the State Department of Education, and the 38 trainees completing the institute received 30 credits toward certification. Certificates in Special Education will be awarded upon completion of 200 hours of satisfactory teaching at Mark Twain School between February and March, 1972, the equivalent of the Practice Teaching component originally planned for the Institute.

Chapter III

ACHIEVEMENT OF FUNCTIONAL GOALS OF THE MARK TWAIN STAFF DEVELOPMENT INSTITUTE

Previous chapters in this report have provided the context or setting for the Staff Development Institute and a description of the training program. This chapter will report on the achievement of functional goals of the institute. The goals are as follows (see pages 11 and 12 for a statement of subgoals):

To develop a skill in psychoeducational assessment and programming

To develop personal sensitivity and interpersonal effectiveness

To develop skill in implementing an instructional program

To develop skill in behavior management

To develop skill in systems analysis

The instruments used to obtain evidence of goal achievement were selected by the evaluator in cooperation with members of the program (planning) staff. A pre-post institute test battery was administered to participants. In addition, learning area coordinators in cooperation with the evaluator selected and/or developed and administered ad hoc instruments during the institute as program changes were made because of the dynamic nature of the institute. Evidence of goal achievement was documented by statistical techniques, both parametric and nonparametric as well as by professional judgment.

The parametric statistical test used was the t test for correlated observations (Winer, 1962). This test was used to determine if the change in group mean scores from pre to posttest was caused by the trainees' participation in the institute. On instruments where a positive change in mean scores was expected, statistical hypotheses were stated as follows:

$H_o : \mu_1 = \mu_2$ where μ_1 = pretest group mean and μ_2 = posttest group mean

$H_a : \mu_1 < \mu_2$ Level of Significance $\alpha = .05$

When the t statistic was found to be significant, the null hypothesis was rejected and the alternate accepted. If μ_2 is, in fact, statistically greater than μ_1, one may conclude that this difference was caused by the institute training.

The nonparametric statistics used were the Wilcoxon Matched-Pairs Signed-Ranks Test and The Sign Test (Seigel, 1956). Again, the level of significance was: α=.05. The Wilcoxon Test utilizes information concerning the differences between pairs. This test considers the magnitude as well as the direction of the differences; therefore, it achieves greater power by utilizing the quantitative information inherent in the ranking of differences. The sign test, although taking advantage of the direction of differences involved in ordinal measurement, fails to make use of information concerning magnitude and, therefore, is a less powerful but a more useful measure of differences.

The use of frequency distributions and professional judgments was the third technique implemented in reporting the results derived from the evaluation of the institute. The experts were the learning area coordinators, as well as a psychologist who contributed his expertise to criteria based on judgments.

This chapter restates each goal and provides a description of the evidence used to measure the goal attainment. A summary table is presented indicating the source of evidence for attainment of each goal. This summary table lists the objectives, the corresponding and related subgoals, the instrument used, and the determination of the results.

Following the summary table for each goal, the presentation of evidence is undertaken in detail. Each statement of evidence is restated, the instrument or scale is fully described, and the results obtained for each statement of evidence are presented. A discussion summarizing the contribution of the institute to the attainment of each goal concludes each section of this Chapter.

I. Attainment of Goal A

Seven objectives were written to obtain evidence relating to attainment of Goal A, "To develop skill in psychoeducational assessment and programming." Table 3.1 lists the objectives, their subgoal relationship, the techniques used, and how the results were to be determined. The presentation of evidence for Goal A follows in the order of the objectives 1-7.

A. Objective 1

Trainees will have the ability to extract information from an admissions folder and to make judgments about the learner with regard to academic achievement, classroom behavior, and interpersonal relationships.

Description of the Instrument

Instrument A is a two-part exercise designed by the program staff to measure the respondents' ability to construct a psychoeducation profile of a pupil. It consists of a set of questions pertaining to a pupil's academic achievement, classroom behavior, and interpersonal behavior along with a pupil folder for a hypothetical pupil, paralleling the folders available for students admitted to Mark Twain School. Eight different records, a total of 14 forms, were included in the folder. Specific items of information were coded in each record. A copy of Instrument A may be found in Appendix I.

Part I of the exercise requires the respondent to review the folder and extract items of information relevant to six assessment areas and to judge whether or not the pupil is experiencing problems in those areas. The assessment areas are as follows: general academic achievement, reading, classroom behavior (self), classroom behavior (others), interpersonal relationships (peers), and interpersonal relationships (adults). (Part II of the instrument is described along with the presentation of evidence for Objective 2.)

Results

Instrument A was administered as a posttest only.

TABLE 3.1

Sources of Evidence for Attainment of Goal A

Objective	Subgoal Relationship	Technique	Det
1. Trainees will have the ability to extract information from an admissions folder and to make judgments about the learner with regard to academic achievement, classroom behavior, and interpersonal relationships.	Subgoal 2	Instrument A, Part I	Scoring cri ment betwee 5 satisfact
2. Trainees will describe the learner, based on specific diagnosis and interpretation of his strengths and weaknesses, with regard to academic achievement, classroom behavior, and interpersonal relationships.	Subgoal 1	Instrument A, Part II	Scoring cri ment betwee 6 satisfact
3. Trainees will have the ability to use and understand statistical and psychometric aspects of measurement and evaluation.	Subgoal 2 Subgoal 3	Measurement Competency Test	Positive ch group means
4. Trainees will become confident in their ability to know the strengths and weaknesses of the learner.	Subgoal 1	Specialized Proficiencies Questionnaire--Part I--Knowing the Child	Positive sh on confiden
5. Trainees will have confidence in their ability to perform testing and psychoeducational assessment.	Subgoal 3	Specialized Proficiencies Questionnaire--Part III--Testing and Psychoeducational Assessment	Positive sh on the conf
6. Trainees will acknowledge the importance of competency in testing and psychoeducational assessment.	Subgoal 3	Specialized Proficiencies Questionnaire--Part III--Testing and Psychoeducational Assessment	Positive sh on the impo rating scal
7. Trainees will establish an evaluation plan for a teaching strategy considering input, process, and outcome.	Subgoal 3	Some Thoughts on Teaching--Item V	Positive sh of variable output

TABLE 3.1

Sources of Evidence for Attainment of Goal A

	Subgoal Relationship	Technique	Determination of Results
bility to extract ssions folder and the learner with evement, classroom nal relationships.	Subgoal 2	Instrument A, Part I	Scoring criteria (established by agreement between expert judges) of 4 out of 5 satisfactory responses
he learner, based d interpretation knesses, with evement, classroom nal relationships.	Subgoal 1	Instrument A, Part II	Scoring criteria (established by agreement between expert judges) of 5 out of 6 satisfactory responses
bility to use and nd psychometric nd evaluation.	Subgoal 2 Subgoal 3	Measurement Competency Test	Positive change on pre-post raw score group means (total test scores)
fident in their ngths and weak-	Subgoal 1	Specialized Proficiencies Questionnaire--Part I--Knowing the Child	Positive shift in group mean position on confidence rating scale
dence in their ng and psycho-	Subgoal 3	Specialized Proficiencies Questionnaire--Part III--Testing and Psychoeducational Assessment	Positive shift in the group mean position on the confidence rating scale
e the importance and psycho-	Subgoal 3	Specialized Proficiencies Questionnaire--Part III--Testing and Psychoeducational Assessment	Positive shift in group mean position on the importance of the competency rating scale
an evaluation tegy considering ome.	Subgoal 3	Some Thoughts on Teaching--Item V	Positive shift in group's specification of variables related to input, and output

Each assessment area was scored independently against criteria agreed to by experts (staff psychologists). Satisfactory performance on four of five* assessment areas was set as indicating competence in identifying relevant information and making correct judgments on the basis of that information. A performance level of four out of five (see Table 3.2) was equalled or surpassed by 32 of the trainees.

TABLE 3.2

Frequency Distribution of Trainee Competency in Extracting Information from Pupil Folders

Number of Assessment Areas in Which Trainees Equalled or Surpassed the Criterion	Number of Respondents	
5	20	Competence
4	12	
3	3	
2	1	
1	0	
0	1	
Unscorable response	1	

N=38

Caution must be used in attributing these results to the training program, as respondents may have had this competency prior to training. However, the uniqueness of forms used in the admission procedure at Mark Twain and the relative efficiency of trainees in performing this task indicates that the training program was effective relative to this objective.

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*One assessment area was dropped from scoring because it required a unique response set and it seemed to be ambiguous to respondents.

B. Objective 2

Trainees will describe the learner, based on specific diagnostic interpretation of his strengths and weaknesses, with regard to academic achievement, classroom behavior, and interpersonal relationships.

Description of the Instrument

Instrument A is a two-part exercise designed by the program staff to measure the respondents' ability to construct a psychoeducational profile of a pupil. For a description of Part I, see page 22.

Instrument A, Part II, was used for Objective 2. Part II requires the respondents to describe the pupil's level of functioning in each of the following assessment areas: general academic achievement, reading, classroom behavior (self), classroom behavior (others), interpersonal relationships (peers), and interpersonal relationships (adults). By assessing the student with regard to the above areas, the respondents, in effect, construct a psychoeducational profile of a pupil.

Results

Instrument A was administered as a posttest only. Assessment areas were scored independently against a criterion agreed to by experts. Satisfactory performance on five of six assessment areas was set as indicating competence in constructing a psychoeducational profile of a project.

TABLE 3.3

Frequency Distribution of Trainee Competency
in Constructing a Psychoeducational Profile

Assessment Areas (No. correct/Total)	Number of Respondents	
6/6	12	Competence
5/6	17	
4/6	6	
3/6	1	
2/6	2	
1/6	0	
0/6	0	

N=38

A performance level of five of six (see Table 3.3) was equalled or surpassed by 29 of the trainees, indicating trainee competency in the construction of psychoeducational profiles. Again, caution must be exercised in attributing these results to the training program since Instrument A was used as a posttest only.

C. Objective 3

Trainees will have the ability to use and understand statistical and psychometric aspects of measurement and evaluation.

Description of the Instrument

The Measurement Competency Test (MCT) is a 60-item objective measure designed to test specific measurement competencies which are needed by teachers. This test was developed by Samuel T. Mayo, U. S. Department of Health, Education, and Welfare, as part of the project Preservice Preparation of Teachers in Educational Measurement. The test consists of items representing four categories: Standardized Tests, Construction and Evaluation of Classroom Tests, Uses of Measurement and Evaluation, and Statistical concepts.

Results

The MCT was administered as a pre-post institute measure A mean change score of 4.05 was achieved. This positive change far exceeds chance levels of significance as indicated by using the t test for correlated observations.

TABLE 3.4

Mean of Difference Scores and Standard Deviation
on the Measurement Competency Test

Variable	Mean of Difference Scores	Standard Deviation	t score	Significance
Competency in Measurement	4.05	5.6	4.49	$p < .005$

N=38

This increase is an indication of an increase in trainees' abilities to use and understand measurement and statistical concepts as measured by the MCT.

D. Objective 4

Trainees will become confident in their ability to know the strengths and weaknesses of the learner.

Description of the Instrument

The Specialized Proficiencies for Working with Exceptional Children Questionnaire (SPQ) is a self-rating scale of 110 items of specialized job skills or competencies for teachers who work with exceptional children. The instrument was used as part of the study Qualifications and Preparation of Teachers of Exceptional Children, undertaken by the United States Department of Health, Education, and Welfare. The original questionnaire is published in the report, Teachers of Children who are Socially and Emotionally Maladjusted, also published by the United States Department of Health, Education, and Welfare.

A modified version (Tompkins, 1971) is designed to elicit opinions as to the importance of the competencies to an individual's job assignment as well as his opinions of his ability on those competencies in the following areas: knowing the child, curriculum materials and method, testing and psychoeducational assessment, counseling and behavior management, the teacher as a professional team worker, parent and public relations, and teacher as a person.

Trainee rating of his confidence on Part I, "Knowing the child was used in this portion of goal assessment."

Results

The SPQ was administered as a pre-post institute measure. The mean change score between pre and post test measures was a positive 10.06. Using a t test for correlated observations, this difference is found to be significant.

TABLE 3.5

Mean of Difference Scores and Standard Deviation
on the Subscale "Knowing the Child" (Confidence)
Obtained from the Specialized Proficiency Questionnaire

Variable	Mean of Difference Scores	Standard Deviation	t score	Significance
Confidence in Knowing the Child	10.06	10.1	5.97	$p < .005$

N=36

This significantly positive difference indicates that trainee's opinion of his competency, to know the strengths and weaknesses of the learner as measured by Part I of the SPQ increased significantly because of training received during the institute.

E. Objective 5

Trainees will have confidence in their ability to perform testing and psychoeducational assessment.

Description of Instrument

The Specialized Proficiencies for Working with Exceptional Children Questionnaire (SPQ) was described earlier (see page 27). Trainees ratings of their confidence on Part III, Testing and Psychoeducational Assessment, was used in this portion of goal assessment.

Results

The mean change score between pre and post measures was a positive 9.19. Using a t test for correlated observations, this difference is statistically significant.

TABLE 3.6

Mean of Difference Scores and Standard Deviation
on the Subscale "Testing and Psychoeducational Assessment" (Confidence)
Obtained from the Specialized Proficiency Questionnaire

Variable	Mean of Difference Scores	Standard Deviation	t score	Significance
Confidence in Assessment	9.19	6.2	8.83	$p < .005$

N=36

The positive increase in scores indicates that trainees have more confidence in their ability to perform testing and psychoeducational assessment as measured by Part III of the SPQ as a result of participation in the training program.

F. Objective 6

Trainee will acknowledge the importance of competency in testing and psychoeducational assessment.

Description of Instrument

The Specialized Proficiencies for Working with Exceptional Children Questionnaire (SPQ) was described earlier (see page 27). Trainee rating of "importance" on Part III, Testing and Psychoeducational Assessment, was used in this portion of goal assessment.

Results

The mean difference scores between pre and post institute measurement was found not to be statistically significant using a t test for correlated observations.

TABLE 3.7

Mean of Difference Scores and Standard Deviation on the Subscale "Testing and Psychoeducational Assessment" (Importance) Obtained from the Specialized Proficiency Questionnaire

Variable	Mean of Difference Scores	Standard Deviation	t score	Significance
Importance of Assessment	1.56	11.74	0.79	N.S.

N=36

There was a small positive shift in mean ratings from 4.86 on the pretest to 4.99 in the posttest (on a scale of 1-7). These means can be interpreted as indicating that at the time of entering the training program trainees acknowledged the importance of competency in testing and psychoeducational assessment and that the training program had little effect on this attitude.

G. Objective 7

Trainees will establish an evaluation plan for a teaching strategy considering input, process, and outcome.

Description of Instrument

Some Thoughts on Teaching* (STT) is an essay exam developed by the program staff. By completing all items, the respondent develops an educational plan for a pupil. Questions addressed the following areas: initial assessment of pupil, selection of instructional strategies, selection of instructional materials, and development of an evaluation plan. Case history material was supplied to the respondent. A copy of the STT may be found in Appendix I.

The question (Item 5) analyzed for the above objective dealt with the development of an evaluation plan. Scoring criteria included the following: specification of variable to be affected by instruction (change variable), acknowledgment of need to assess the level of variable prior to instruction, and specification of a criterion for success and acknowledgment of the need to "look at" the implementation of the instruction process before judging outcome.

Results

STT items were administered as a pre and posttest measure. Noticeable changes in responses to Item 5 were observed in specification of variable to be affected by instruction and in specification of a criterion for success.

Thirty-three of the 38 trainees developed a satisfactory "product" evaluation plan. That is, they specified objective(s) (change variables) and criteria by which they could judge whether or not that objective was reached. However, the "product" evaluation plan neglected, for the most part, an acknowledgment of the need to review (implementation of the teaching strategy) before judging outcomes.

Summary - Goal A Attainment

The objectives written for providing evidence of Goal A attainment are directed toward knowledge and understandings, attitudes, and abilities. The defining three subgoals for Goal A, however, only specify the resultant skills on abilities.

Attainment of Subgoal 1 - *"Ability to complete a psychoeducational profile, including learner strengths and weakness, style, and interpersonal functions,"* is supported by the data associated with Objectives 2 and 4.

Attainment of Subgoal 2 - *"Ability to interpret and integrate diagnostic findings,"* is strongly supported by the data associated with Objectives 2 and 3.

There is little data to support or refute attainment of Subgoal 3, *"Ability to use assessment information for psychoeducational planning and for evaluating student progress.* The program staff in their final review of goals and subgoals (late December) acknowledged that instructional activities led up to but did not include this subgoal. As a result, this area became a low measurement priority; and only evidence contained in the pre-post institute test battery is available.

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*Case history materials and two items were changed from pre to posttesting.

TABLE 3.8

Sources of Evidence for Attainment of Goal B

Objective	Subgoal Relationship	Technique	Determination o
1. The trainees will exhibit sensitivity, diagnostic ability, and action skill in social situations.	Subgoal 1 Subgoal 2 Subgoal 3 Subgoal 4	Fundamental Interpersonal Relations Orientation--Behavior	Difference score (rewa ("expressed" minus "wa will change as follows a) positive scores negative directi b) negative scores positive directi
2. The trainees will exhibit increased personal awareness and sensitivity.	Subgoal 1 Subgoal 2 Subgoal 3 Subgoal 4	Fundamental Interpersonal Relations Orientation--Behavior and Fundamental Interpersonal Relations Orientation--Feelings	Discrepency between in (measured by the FIRO- (measured by the FIRO- (6 scales).
3. The trainees will exhibit the characteristics of self-actualizing individuals, i.e., there will be increasing use of talents and capabilities as well as functioning with relative autonomy and innerdependency.	Subgoal 1 Subgoal 2 Subgoal 3 Subgoal 4	Personal Orientation Inventory I Scale Inner Directed	Positive change from p score group means.
4. The trainees will have confidence in their proficiency as professional team workers.	Subgoal 1 Subgoal 2 Subgoal 3 Subgoal 4	Specialized Proficiencies Questionnaire Part V--Teacher as a Professional Team Worker	Positive shift in the on the importance and
5. The trainees will have confidence in their ability to integrate the role of teacher within their personality.	Subgoal 1 Subgoal 2 Subgoal 3 Subgoal 4	Specialized Proficiencies Questionnaire Part VII--Teacher as a Person	Positive shift in the on the confidence and
6. Trainees will demonstrate their ability to use human resources constructively.	Subgoal 3	Some Thoughts on Teaching--Question One	Increase of the specif for resources identifi
7. Trainees will exhibit positive values regarding the "shoulds" of relationships in the school setting among the children, teachers, administrators, and the community.	Subgoal 1 Subgoal 2 Subgoal 3 Subgoal 4	Educational Values	Shift in the group mea dicted direction on su (Increase - 3, 5, 6, 8, (Decrease - 2, 7, 10,
8. Trainees will exhibit the ability to interact with harmony and flexibility as well as to promote mutual understanding and resolution of problems.	Subgoal 2 Subgoal 4	Minnesota Teacher Attitude Inventory	Positive change for pr score group means.

TABLE 3.8.

Sources of Evidence for Attainment of Goal B

jective	Subgoal Relationship	Technique	Determination of Results
ll exhibit sensitivity, ity, and action skill tions.	Subgoal 1 Subgoal 2 Subgoal 3 Subgoal 4	Fundamental Interpersonal Relations Orientation--Behavior	Difference score (reward scores) ("expressed" minus "wanted" behavior) will change as follows for two scales: a) positive scores will shift in negative direction. b) negative scores will shift in positive direction.
ll exhibit increased ess and sensitivity.	Subgoal 1 Subgoal 2 Subgoal 3 Subgoal 4	Fundamental Interpersonal Relations Orientation--Behavior and Fundamental Interpersonal Relations Orientation--Feelings	Discrepency between interpersonal feeling (measured by the FIRO-F) and behavior (measured by the FIRO-B) will be reduced (6 scales).
ll exhibit the character-actualizing individuals, l be increasing use of abilities as well as h relative autonomy ency.	Subgoal 1 Subgoal 2 Subgoal 3 Subgoal 4	Personal Orientation Inventory I Scale Inner Directed	Positive change from pre to post raw score group means.
ll have confidence in cy as professional	Subgoal 1 Subgoal 2 Subgoal 3 Subgoal 4	Specialized Proficiencies Questionnaire Part V--Teacher as a Professional Team Worker	Positive shift in the group mean position on the importance and confidence scales.
ll have confidence in o integrate the role of their personality.	Subgoal 1 Subgoal 2 Subgoal 3 Subgoal 4	Specialized Proficiencies Questionnaire Part VII--Teacher as a Person	Positive shift in the group mean position on the confidence and importance scales.
emonstrate their ability sources constructively.	Subgoal 3	Some Thoughts on Teaching--Question One	Increase of the specificity of reasons for resources identified.
xhibit positive values "shoulds" of relationships etting among the children, istrators, and the community.	Subgoal 1 Subgoal 2 Subgoal 3 Subgoal 4	Educational Values	Shift in the group mean position in predicted direction on subscales. (Increase - 3, 5, 6, 8, 9, 11, 12, 14) (Decrease - 2, 7, 10, 13)
xhibit the ability to armony and flexibility romote mutual under-solution of problems.	Subgoal 2 Subgoal 4	Minnesota Teacher Attitude Inventory	Positive change for pre to post raw score group means.

II. Attainment of Goal B

Eight objectives were written to obtain evidence relating to attainment of Goal B, "To develop personal sensitivity and interpersonal effectiveness." Table 3.8 lists the objectives, their subgoal relationships, and the techniques used as well as how the results were determined. The presentation of evidence for Goal B follows in the order of Objectives 1-8.

A. Objective 1

The trainees will exhibit sensitivity, diagnostic ability, and action skill in social situations.

Description of the Instrument

The Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B) seeks to measure "how an individual acts in interpersonal relations. It is designed not only to measure individual characteristics but also to assess relationships between people, such as compatibility." Founded on a theory of interpersonal relations developed by William Schultz and published by Consulting Psychologists Press, Inc., it attempts to evaluate behavior on three "fundamental interpersonal dimensions," inclusion, control, and affection. However, for the purposes of this study, only two behaviors, control and affection, are reported. (Mean pre post test scores are reported in Appendix H.)

Results

The FIRO-B was administered as a pre-post institute measure.

Two scores were obtained on each behavior, the "expected" score measuring how often the respondents expected to show the behavior, and "wanted" score measuring how often the respondents wanted others to show the behavior. A smaller difference between the "expected" and "wanted" behaviors is interpreted as more desirable since a person would be freer to act as the social situation demanded without undue anxiety.

The following analysis of data uses the procedure reported by Smith (1963). The differences between the "expected" and "wanted" scores for each behavior were referred to as reward scores. It was anticipated that the positive reward scores would shift in a negative direction, and the negative reward scores would shift in a positive direction. The results are presented below:

TABLE 3.9

Number of Subjects Showing Rise or Fall in Reward Scores on the "Control" and "Affection" Subscales of the FIRO-B

Scales	Initial Reward Scores								
	Positive			Zero			Negative		
	+	=	-	+	=	-	+	=	-
Control	5	0	9	3	5	1	6	4	5
Affection	1	2	5	3	11	3	9	3	1
Number in predicted direction			14				15		
Number in reverse direction	6								6

N=38

Twenty-nine scores changed in the predicted direction and 14 in the reverse direction. These changes exceed chance levels of significance ($p < .02$: 1-tail binomial test).

The assessment of insights that result from human relations training has been difficult to achieve because of methodological problems which few studies have yet overcome. Generally, however, it may be stated that the aims of human relations training indicate increases in sensitivity, diagnostic ability, and action skill in social situations. (Miles as reported in Smith [1963, pp. 104, 105]). The variables control and affection measured by the FIRO-B imply operational variables of these aims (Smith, 1963). A review of the results presented above indicates a significant change in the predicted direction with regard to these variables. These results are evidence that the trainees will exhibit increased sensitivity, diagnostic ability, and action skill in social situations as measured by the FIRO-B as a function of the training program.

B. Objective 2

The trainees will exhibit increased personal awareness and sensitivity.

Description of the Instruments

The Fundamental Interpersonal Relations Orientation - Feelings (FIRO-F) derives from the same theory of interpersonal behaviors and methodological approach as FIRO-B and differs only in that "it measures inclusion, control, and affection at the level of feelings rather than of behavior." The dimensions paralleling inclusion, control, and affection are significance, competence, and loveability. The FIRO-B described earlier (see page 31) and the FIRO-F will be used jointly in the presentation of evidence of this portion of Goal B assessment. (Mean pre-post test scores are reported in Appendix H.)

Results

It is generally accepted that continued experience in a well directed, competently led self-study situation promotes integration of one's feelings and behavior. Fagen and Long (1970) contend that a reduction of discrepancy (FIRO-F minus FIRO-B scores) from pre to posttesting is "one indication that personal awareness and sensitivity increased as a function of the training experience."

While it was expected that the differences between feelings and behavior would be less after training than before, a review of Table 3.10 on the following page indicates that these expectations were not met. Part of the difficulty may be attributed to the analysis. While previous research has indicated that an analysis of the sort described above has shown significant discrepancies (Fagen and Long, 1970), more recent data by these researchers indicate that continued analysis of this type is questionable.

TABLE 3.10

Differences Between Feelings and Behavior (FIRO-F vs FIRO-B) Before and After Staff Training Institute

Category	T	N	Z Score	Significance
Inclusion: expressed	200.0	29	-0.37	N.S.
Inclusion: wanted	262.5	32	-0.02	N.S.
Control: expressed	261.0	35	-0.88	N.S.
Control: wanted	221.0	31	-0.52	N.S.
Affection: expressed	177.0	29	-0.87	N.S.
Affection: wanted	184.0	28	- .43	N.S.

N=38

C. Objective 3

The trainees will exhibit the characteristics of self-actualizing individuals, i.e., there will be increasing use of talents and capabilities as well as functioning with relative autonomy and innerdependency.

Description of the Instrument

The *Personal Orientation Inventory* (POI) was developed by Everett J. Shostrom and is published by Educational and Industrial Service. The inventory consists of 150 two-choice comparative value judgment items and purports to tap self-actualization, a concept used by such writers as Maslow and Rogers. There are four major scales and ten subscales.

Results

The POI was administered as a pre-post institute measure. Since the I scale (inner-directness) is reported most frequently in studies on this topic, it was selected for presentation of evidence for this objective. (Mean pre-post scores on all scales are reported in Appendix H.)

TABLE 3.11

Mean of Difference Scores and Standard Deviation for the "Inner-Directed" Subscale on *Personal Orientation Inventory*

Subscale	Mean of Difference Scores	Standard Deviation	t score	Significance
Inner-Directed	2.79	8.9	1.93	$p < .05$

N=38

A mean change score of 2.79 was achieved. This positive increase exceeds chance levels of significance using the t test on correlated observations. This increase indicates that as a function of the training program trainees became more like self-actualizating individuals as measured by the I scale on the POI.

D. Objective 4 and 5

4 - The trainees will have confidence in their proficiency as professional team workers.

5 - The trainees will have confidence in their ability to integrate the role of teacher and person.

Description of the Instrument

The Specialized Proficiencies for Working with Exceptional Children Questionnaire (SPQ) was designed to elicit opinions from individuals as to the importance of specified competencies as well as confidence in specific tasks related to an individual's job assignment in work with exceptional children. (See page 27 for further description of the instrument.)

Results

The SPQ was administered as a pre-post test institute measure. The confidence ratings on Part V, "The Teacher as a Professional Team Worker," and on part VII, "The Teacher as a Person," are reported here as evidence toward attainment of objectives 4 and 5 respectively. (Mean scale scores for each factor of the SPQ are tabled in Appendix H.)

TABLE 3.12

Means of Difference Scores and Standard Deviations for the Subscales "The Teacher as a Professional Team Worker" and "The Teacher as a Person" Obtained from the Specialized Proficiency Questionnaire

Variable	Mean of Difference Scores	Standard Deviation	t score	Significance
Confidence in Team Worker	5.78	8.7	3.98	$p < .005$
Teacher as a Person	3.69	8.5	5.12	$p < .005$

N=36

Mean change scores of 5.77 and 3.69 were achieved. These positive increases far exceed chance levels of significance as indicated by using the t test on correlated observations. These positive changes indicate that the training program was effective in increasing trainee confidence in the above areas (Objectives 4 and 5) as measured by Parts V and VII of the SPQ.

E. Objective 6

Trainees will demonstrate their ability to use human resources constructively.

Description of the Instrument

Some Thoughts on Teaching (STT) is an essay exam developed by the program staff. (See page 30.) The question (Item 1) analyzed for the above objective was addressed to procedures for initial assessment of a pupil. Case history material was supplied to the respondent.

Results

The question responded to was "What school staff or other resources would you call on before you develop an educational plan for Tommy? State your reason(s) for each resource you identify."

With regard to the first component of the question, a frequency count for the pre and postchoice of resources was undertaken. The results are presented below:

TABLE 3.13

Frequency of Trainee Resource Choice on Item 1 of Some Thoughts on Teaching Before and After Staff Training Institute

Resource	Pre	Post
Psychologist	18	18
Social Worker	7	11
Educational or Reading Diagnostician	1	18
Reading Specialist	3	7
Tests	3	2
Records or Folder	5	2
Other Resource in Pupil Personnel	8	1
Teachers	27	25
School Administrators (Principal)	13	2
Counselor	20	5
Other In-School Resource	4	4
Nurse	10	12
Physician	4	6
Other Medical Resource	6	9
Child	13	9
Peers, Fellow Students	5	0
Parents	16	4
Other	3	2

N=38

A comparison of the pre and posttest results indicated a decrease in selection of administrative staff, parents, or the child himself, as a resource; and an increase in the proposed use of specialists in reading or educational diagnosis. This change may be due, in some measure, to the availability of more information in the posttest pupil folder as well as to the change in the educational setting from the traditional junior high school to the Mark Twain School where specialists are more readily available.

The second component of the question was scored with regard to specificity of response. Responses were coded according to (1) the category of the resource to be consulted and (2) the specificity of the reason. A rating of 2 indicated that the trainee sought specific information, 1 indicated a general area of inquiry, and 0 indicated that no reason for consulting the resource was given or that the reason given was irrelevant to developing an educational plan.

Using a Sign Test, the results indicated that on the posttest reasons for consulting a resource tended to be more specific with a p value of less than .02.

This increase in specificity could be accounted for by availability of more information about the child on the posttest. It is likely that it also reflects increased understanding of the efficient use of resources in planning a psychoeducational program.

F. Objective 7

Trainees will exhibit positive values regarding the "shoulds" of relationships among the children, teachers, administrators, and the community in the school setting.

Description of the Instrument

The VAL-ED (Educational-Values) is part of the FIRO-Battery developed by William C. Shultz and published by Consulting Psychologists Press, Inc. The questionnaire is composed of 13 nine-item scales designed to measure the respondent's values in regard to relationships among child, teacher, administrator, and community in the school setting. These relationships are measured in the areas of inclusion, control, and affection and at the level of behavior and feelings. In addition, two scales not based on the FIRO theory have been added to these to give a more complete picture of the area. These relate to (1) the social importance of education and (2) the purpose of school, i.e., whether it is to develop the child's whole personality or cognitive abilities only.

Results

The VAL-ED was administered as a pre-post institute measure. A positive change in group means on the subscales numbered 3,5,6,8,9,11,12 and 14; and a negative change in group means on the subscales numbered 2,7,10 and 13 were accepted by the program staff as positive evidence in reaching Objective 7.

A mean change score of negative 0.63 was achieved on subscale numbered 10. No other mean change scores were achieved that exceeded chance levels of significance as indicated by using the t test on correlated observations.

TABLE 3.14

Mean of Difference Scores and Standard Deviation for the Subscales on the Educational Values Questionnaire

Scales	Mean of Difference Scores	Standard Deviation	t score	Significance
1. Importance	-0.13	1.4	-0.58	N.S.
2. Mind	0.24	1.5	0.94	N.S.
3. School-Child: Control	0.36	1.8	1.25	N.S.
4. Teacher-Child: Control	-0.18	1.2	-0.94	N.S.
5. Teacher-Child: Affection	.16	1.9	0.52	N.S.
6. Teacher-Community: Inclusion	-0.58	2.0	-1.83	N.S.
7. Teacher-Community: Control	-0.26	2.3	-1.03	N.S.
8. Teacher-Community: Affection	- .05	2.0	-0.16	N.S.
9. Administrator-Teacher: Inclusion	.37	1.9	1.18	N.S.
10. Administrator-Teacher: Control	-0.63	1.4	-2.70	<.02
11. Administrator-Teacher: Affection	.42	2.0	1.32	N.S.
12. Administrator-Community: Inclusion	-0.26	2.3	-0.71	N.S.
13. Administrator-Community: Control	.07	1.8	0.27	N.S.
14. Administrator-Community: Affection	.02	1.5	0.08	N.S.

N=38

The direction of change for the Administrator-Teacher: Control scale was downward with a reduction of value for the scale theme. The theme of this scale is designated in the test manual as follows: "The adminstrator should control the activities of the teachers, both in the classroom and in the community." The direction of the results on this subscale indicated a movement in the predicated direction away from administrative control.

The expected direction of the shift in the group mean position was stated for 12 of the 14 subscales. Eight of the 12 means shifted in the predicated direction. This does not exceed chance levels of significance (1-tail Sign Test, p = .19).

The evidence presented above indicates that the institute had little effect on the "shoulds" of relationships in the school measured by the VAL-ED. This does not mean, however, that trainees do not exhibit positive values regarding these "shoulds" as they may have entered the program with these positive values. Mean values obtained on the pretest are in fact higher (or lower depending on the direction predicted) than means (norms) reported by the publisher.

G. Objective 8

Trainees will exhibit the ability to interact with harmony and flexibility as well as to promote mutual understanding and resolution of problems.

Description of the Instrument

The Minnesota Teacher Attitude Inventory (MTAI) consists of 150 attitude statements designed to predict how well a teacher will get along with pupils in interpersonal relationships and indirectly how well satisfied a teacher will be with teaching as a vocation. It assumes that a teacher ranking at the high end of the scale will be able to maintain harmonious relationships with his pupils and that the relationships will be characterized by mutual affection and sympathetic understanding.

Results

The MTAI was administered as a pre-post test institute measure. A mean change score of 9.44 was achieved. This positive increase far exceeds chance levels of significance as indicated by using the t test for correlated observations.

TABLE 3.15

Mean of Difference Scores and Standard Deviation on the Minnesota Teacher Attitude Inventory

Instrument	Mean of Difference Scores	Standard Deviation	t score	Significance
MTAI	9.45	21.7	3.14	$p < .005$

N=38

This positive change is an indication of an increase in the trainees' ability to interact with harmony and flexibility as well as to promote mutual understanding and resolution of problems as measured by the MTAI as a function of the training program.

Summary - Goal B Attainment

Goal B - "To develop personal sensitivity and interpersonal effectiveness" as defined by the following subgoals:

1. *Ability to comprehend and communicate effectively with others on both the cognitive and affective levels*
2. *Ability to interact with genuineness, respect, empathy, flexibility, self-awareness, and self-acceptance*
3. *Ability to use and provide human resources or supervision constructively*
4. *Ability to promote mutual understanding and resolution of problems*

The instruments selected to obtain evidence relative to Goal B attainment were global, that is, they were more addressed to the goal statement than to subgoal statements. In addition, they were self-report techniques not teacher competency measures as required by subgoal statements.

The positive changes achieved on the self-report measures, especially the FIRO-B, the Personal Orientation Inventory, and the Minnesota Teacher Attitude Inventory, however, provide strong support for concluding that there was high attainment of Goal B.

III. Attainment of Goal C

Six objectives were written to obtain evidence relating to attainment of Goal C, "To develop skill in implementing an instructional program for adolescents who have problems in academic tasks, human relationships, and self-organization." Table 3.16 lists the objectives, their subgoal relationship, the techniques used, and the methods used to determine the results. The presentation of evidence for Goal C follows in the order of Objectives 1-6.

A. Objective 1

The trainee will become confident in his ability to use suitable curriculum methods and materials.

Description of the Instrument

The Specialized Proficiencies for Working with Exceptional Children Questionnaire (SPQ) was designed to elicit opinions from individuals as to the importance of competencies as well as confidence in performing specific tasks related to an individual's job assignment in work with exceptional children. (See page 27 for further description of the instrument).

TABLE 3.16

Sources of Evidence for Attainment of Goal C

Objective	Subgoal Relationship	Technique	De
1. The trainee will become confident in his ability to use suitable curriculum methods and materials.	Subgoal 1 Subgoal 3 Subgoal 4	Specialized Proficiencies Questionnaire Part II Curriculum Materials and Methods	Positive s confidence
2. The trainee will perceive the role of teacher as a helping relation.	Subgoal 3	The Teacher Practices Questionnaire	Shift in g Decreas "referr in "cou functi
3. The trainee will employ a variety of suitable teaching strategies to facilitate pupil attainment of performance objectives.	Subgoal 3	Some Thoughts on Teaching Question 2	Numerical based on t petency as (Scoring c agreement
4. The trainee will employ a variety of educational techniques and materials in implementing specific teaching strategies.	Subgoal 4	Some Thoughts on Teaching Question 3	Numerical based on t petency as (Scoring c agreement
5. Trainees will be able to construct performance objectives.	Subgoal 2	Curriculum Development Competency Test on Behavioral Objectives	Frequency Mastery) f
6. Trainees will be able to operate A.V. Equipment available.	Subgoal 4	Audio-Visual Competency Test	Frequency Mastery) f

TABLE 3.16

Sources of Evidence for Attainment of Goal C

	Subgoal Relationship	Technique	Determination of Results
confident in able curriculum	Subgoal 1 Subgoal 3 Subgoal 4	Specialized Proficiencies Questionnaire Part II Curriculum Materials and Methods	Positive shift in group mean position confidence rating scale.
ve the role of lation.	Subgoal 3	The Teacher Practices Questionnaire	Shift in group role perception: Decrease in "disciplinarian" and "referrer" role functions increase in "counselor" and "motivator" role functions.
a variety of egies to facilitate formance objectives.	Subgoal 3	Some Thoughts on Teaching Question 2	Numerical score scaled on a continuum based on the relative amount of competency as measured by the instrument. (Scoring criteria was established by agreement between expert judges.)
a variety of and materials c teaching	Subgoal 4	Some Thoughts on Teaching Question 3	Numerical score scaled on a continuum based on the relative amount of competency as measured by the instrument. (Scoring criteria was established by agreement between expert judges.)
o construct	Subgoal 2	Curriculum Development Competency Test on Behavioral Objectives	Frequency Distribution (Mastery/Non Mastery) for writing objectives.
o operate e.	Subgoal 4	Audio-Visual Competency Test	Frequency Distribution (Mastery/Non Mastery) for operation of A. V. equipm

Results

The SPQ was administered as a pre-post institute measure. Part II, "Curriculum Materials and Methods," was used in this portion of goal assessment. The mean of difference scores was 19.86. Using a t test for correlated observations, the difference exceeds chance levels of significance.

TABLE 3.17

Mean of Difference Scores and Standard Deviation for the Subscale "Curriculum Materials and Methods" Obtained from the Specialized Proficiency Questionnaire

Variable	Mean of Difference Scores	Standard Deviation	t score	Significance
Confidence in Curriculum Materials and Methods	19.86	15.2	7.84	$p < .005$

N=36

The positive difference indicates that trainee perception of competency in using suitable curriculum methods and materials as measured by Part II of the SPQ increased significantly as a function of the institute.

B. Objective 2

The trainee will perceive the role of teacher as a helping relation.

Description of the Instrument

The Teacher Practices Questionnaire (TPQ) consists of 30 problem situations typical of those encountered by teachers in their daily routines. For each problem, four alternative solutions were presented representing the following role dimensions: advisor, counselor, disciplinarian, information giver, motivator, and referrer. The instrument was developed by A. Garth Sorenson, et al., reported in the Journal of Educational Psychology, and is based on the work of Ryann (1960).

Results

The TPQ was administered as a pre-post test measure. Mean change scores of a negative 1.68 and a positive 1.50 were achieved with motivator and referrer roles respectively. These changes exceed chance levels of significance using a t test for correlated observations. This was not the case, however, for the counselor and disciplinarian roles.

TABLE 3.18

Mean of Difference Scores and Standard Deviations for Subscales on the Teacher Practices Questionnaire

Role	Mean of Difference Scores*	Standard Deviation	t score	Significance
Information-Giver	.24	5.4	0.27	N.S.
Counselor	-0.55	6.9	-0.49	N.S.
Disciplinarian	.76	5.6	0.84	N.S.
Motivator	-1.68	5.3	-1.97	< .05
Referrer	1.50	9.7	2.24	< .025

N=38 *Scores are inversely related to preference.

Inspection of Table 3.18 shows that a small move (0.76) away from disciplinarian and a small change (-0.55) toward counselor was achieved. These changes are in the predicted direction and support the attainment of an increase in trainee perception of the role of a teacher as a helping relation as measured by the Teacher Practices Questionnaire.

C. Objective 3

The trainees will employ a variety of suitable teaching strategies to facilitate pupil attainment of performance objectives.

Description of the Instrument

Some Thoughts on Teaching (STT) is an essay exam developed by the program staff. (See page 30 for further description of the instrument.)

Results

STT items were administered as a pre-post test measure. The question (Item 2) analyzed for the above objective was "Name one educational objective you consider important for Tommy. Briefly describe three instructional alternatives (strategies) you could select to reach that objective."

It was intended to analyze this question in terms of the adequacy and variety of the instructional alternatives (strategies). In a preliminary analysis, we found that respondents had construed "instructional alternative (strategy) in widely divergent ways. Consultation with the training staff revealed that trainees had been exposed to two or three incongruent definitions of strategy. It was reluctantly decided that evidence for Objective 3 could not be derived from this question and that only descriptive data would be reported.

Table 3.19 shows the distribution of the educational objectives named among three categories:

1. Cognitive or academic (e.g., raise his reading level, bring achievement up to grade level, improve study skills)

2. Affective or social (e.g., improving self-concept, a positive attitude toward adults, getting along with peers, etc.)

3. Both cognitive (academic) and affective (social)

TABLE 3.19

Distribution of Educational Objectives Named on
Some Thoughts on Teaching Before and After Staff Training Institute

Objective	Frequency	
	Pretest	Posttest
Cognitive-academic	8	18
Affective-social	21	15
Both	9	5

N=38

The response of each trainee (combining all three strategies) was categorized by two independent raters as including or not including selected components. The results are reported in Table 3.20.

TABLE 3.20

Distribution of Teaching Strategies Components Named on
Some Thoughts on Teaching Before and After Staff Training Institute

Strategy Component	Frequency	
	Pre	Post
1. Teacher working with student on a one-to-one basis	16	18
2. Grouping student with one or a few other students	14	19
3. Student participation in setting goals, planning or evaluating program, choosing activities	19	14
4. Using student's interests as a motivator	21	25
5. Praising, rewarding, and providing experiences of success	22	15
6. Counseling	9	4
7. Behavior modification system	5	13

N=38

D. Objective 4

The trainee will employ a variety of educational techniques and materials in implementing specific teaching strategies.

Description of the Instrument

Some Thoughts on Teaching (STT) is an essay exam developed by the program staff. (See page 30 for further description of the instrument.)

Results

STT Item 3 was administered as a posttest only. Question 3, one of five essay questions, read as follows: "Identify two curriculum materials and/or media (by name) from your discipline which you feel are appropriate for Tommy's instruction. Then list at least three major features, principles, and/or characteristics of each curriculum material."

The question was assigned a total of 10 points as follows:

1. One point for each specification of a curriculum material or media but no more than two points
2. One point for each different feature, principle, or characteristic which is correctly described, but no more than six points
3. Two points if at least one characteristic is related to the personality or emotional needs of the child

10 indicates a completely adequate answer, 0 indicates no response.

TABLE 3.21

Distribution of Scores for "Resources Choice" on Some Thoughts on Teaching After Staff Training Institute

Score	Frequency	Score	Frequency
10	25	5	1
9	1	4	0
8	3	3	0
7	0	2	2
6	5	1	0
		0	1

N=38

Inspection of Table 3.21 indicates that trainees were able to employ a

E. Objective 5

Trainees will be able to construct performance objectives.

Description of the Instrument

The "Behavioral Objectives" pretest was a 48-item paper and pencil test adapted from a pretest published by General Programmed Teaching, Palo Alto, California, for use with the course of instruction Principles and Practice of Instructional Technology. The posttest consisted of the unit tests in the workbook for the course. The tests were designed to measure knowledge of the following topics:

Unit 1 - Educational goals, behavioral objectives, interactive instruction, and validation

Unit 2 - Indicator performances for cognitive and affective objectives

Unit 3 - Behavior terms, condition, standards

Unit 4 - Performance requirements

Unit 5 - Criterion tests

Results

For each unit of instruction, trainees either (1) demonstrated competence on items in the pretest related to that unit or (2) studied self-instructional materials until they satisfactorily completed a unit test. Results are shown in Table 3.22.

TABLE 3.22

Number of Trainees Demonstrating Competency on Behavioral Objectives Tests

Unit	Demonstrated Competency on the Pretest	Demonstrated Competency on the Unit Test	Total
I	9	29	38
II	29	9	38
III	9	29	38
IV	28	10	38
V	15	23	38

A review of results above indicates that all trainees achieved mastery in developing individual performance objectives as measured by the pretest or by unit tests.

F. Objective 6

Trainees will be able to operate available audio-visual equipment.

Description of the Instrument

The Audio-Visual Equipment Personal Checkout List was a list of 18 items of audio or visual equipment available in the Mark Twain School. It was designed by the program staff to record the achievement of competency in operating a variety of equipment such as tape recorders, movie and slide projectors, and ditto machines. The Dial Access Information Retrieval Observation System Personal Check List also was designed by the program staff to record competence in operating the Dial Access Information Retrieval and Observation System through which teachers can make and retrieve for instructional use both audio and video tapes. Nine components of the system are listed. A copy of these instruments may be found in Appendix I.

Results

Staff members observed trainees operating each piece of equipment and each component of the Dial Retrieval/Observation System. If the trainee could operate the equipment or component satisfactorily, the item was checked on the list. The number of items mastered by trainees is reported in Table 3.23.

TABLE 3.23

Number of Trainees Demonstrating Competency On the Use of Audio-Visual Equipment and Dial Retrieval/Observation System

Audio-Video Equipment		Dial Retrieval/Observation System	
Number of Items Mastered	Number of Trainees	Number of Components Mastered	Number of Trainees
18	26	9	16
17	2	8	13
16	1	7	4
15	1	6	1
		5	1

N=34
4 team leaders excused

A review of the results above indicates that a substantial majority of trainees achieved mastery in the operation of audio-visual equipment and of the Dial Retrieval/Observation System.

Summary - Goal C Attainment

Goal C - "To develop skill in implementing an instructional program for adolescents who have problems in academic tasks, human relations and self-organization," is related to 6 objectives. Four of these are teacher competencies, two of which are phrased in terms of attitude which is indirectly related to performance.

Attainment of Subgoal 1 - *"Ability to identify and/or develop educational materials and tasks at levels of reasonable challange for each child in the classroom,"* is moderately supported by data associated with Objectives 1 and 4. No data pertaining directly to skill in this area was obtained.

Attainment of Subgoal 2 - *"Ability to develop individual performance objectives,"* is supported by evidence associated with Objective 5.

Attainment of Subgoal 3 - *"Ability to employ curriculum and teaching strategies to meet cognitive and emotional needs of the learner,"* is given weak support. Evidence related to Objective 1 gives indirect support to attainment of Subgoal 3. Evidence related to Objective 2 was not suggestive but not significant, and we were unable to measure Objective 3.

Attainment of Subgoal 4 - *"Ability to employ a variety of educational techniques and materials in implementing specific teaching strategies,"* is supported by the evidence for all of the related Objectives 1, 4, and 6.

IV. Attainment of Goal D

Five objectives were written to obtain evidence relating to attainment of Goal D, "To develop skill in behavior management." Table 3.24 lists the objectives, their subgoal relationship, the techniques used, and the method of determining the results. The presentation of evidence follows the orders of Objectives 1-5.

A. Objective 1

The trainees wil have clear and realistic behavioral standards and limits for problem children in the classroom.

Description of the Instrument

The Learning Area Coordinator, through a written essay or interview technique, obtained responses to the following question: "What specific limits would you place on the student's behavior and the behavior of his peer group? Be sure to cover those behaviors which you regard as unacceptable for students at Mark Twain."

Results

This measure was administered as a posttest only. Trainees responded in terms of any one student that had been accepted at the Mark Twain School. The responses were categorized unacceptable, acceptable, good, excellent in terms of clarity and appropriateness. The results are presented on the following page.

TABLE 3.24

Sources of Evidence for Attainment of Goal D

Objective	Subgoal Relationship	Technique	De
1. The trainees will have clear and realistic behavioral standards and limits for problem children in the classroom.	Subgoal 1	Essay Exam or Individual Interview with Learning Area Coordinator.	Learning a on the cat and excell
2. The trainees will identify sources of conflict within individual, group, and school environment.	Subgoal 2	Essay Exam or Individual Interview with Learning Area Coord.	Learning a on the cat and excell
3. The trainees will use teacher intervention techniques to deal with disruptive school behavior.	Subgoal 3	Essay Exam or Individual Interview with Learning Area Coord.	Learning a on the cat and excell
4. The trainees will become confident in their ability to manage behavior and to counsel students.	Subgoal 1 Subgoal 2 Subgaol 3	Specialized Proficiencies Questionnaire--Part IV Counseling and Behavior Management	Positive s confidence
5. The trainees will develop the ability to use the Reciprocal Category System for analyzing teacher classroom behavior.	Subgoal 2	Reciprocal Category System Objective (Ad Hoc) Tests (3) Collection of data from a Standardized Tape.	Level of m Category S factory, C and Compet

TABLE 3.24

Sources of Evidence for Attainment of Goal D

	Subgoal Relationship	Technique	Determination of Results
clear and andards and dren in the	Subgoal 1	Essay Exam or Individual Interview with Learning Area Coordinator.	Learning area coordinator judgment bas on the categories of acceptable, good, and excellent.
ify sources of ual, group, and	Subgoal 2	Essay Exam or Individual Interview with Learning Area Coord.	Learning area coordinator judgment bas on the categories of acceptable, good, and excellent.
eacher inter- eal with ior.	Subgoal 3	Essay Exam or Individual Interview with Learning Area Coord.	Learning area coordinator judgment bas on the categories of acceptable, good, and excellent.
e confident in behavior and	Subgoal 1 Subgoal 2 Subgaol 3	Specialized Proficiencies Questionnaire--Part IV Counseling and Behavior Management	Positive shift in group mean position confidence rating scale.
op the ability ategory System lassroom	Subgoal 2	Reciprocal Category System Objective (*Ad Hoc*) Tests (3) Collection of data from a Standardized Tape.	Level of mastery of the Reciprocal Category System categorized as Unsatisfactory, Operational Understandings, and Competent and Reliable Observation

TABLE 3.25

Level of Trainee Response to Behavior Limits Question

Unacceptable	Acceptable	Good	Excellent
0	8	14	11

N=33
4 trainees exempted (team leaders)
1 trainee - no results

The evidence presented indicates that the trainees had clear and realistic standards and limits for problem children in the classroom as measured by the above question and interpreted by the learning area coordinator.

B. Objective 2

The trainees will identify sources on conflict within individual, group, and school environment.

Description of the Instrument

The Learning Area Coordinator, using a written essay or interview technique, obtained responses to the following question: "What major sources of conflict can you identify for this student in terms of (a) conflicting needs, values, or expectations within himself; and (b) conflicting needs, values, or expectations between the student and his school environment?"

Results

This measure was administered as a posttest only. Trainees' responses were categorized unacceptable, acceptable, good, excellent based on clarity and insight and fullness of statements regarding conflicts. The results are presented below:

TABLE 3.26

Level of Trainee Response to Sources of Conflict Question

Unacceptable	Acceptable	Good	Excellent
0	5	15	13

N=33
4 trainees exempted (team leaders)
1 trainee - no results

The evidence presented indicates that the trainees were able to identify conflict within individual, group, and school environment as measured by the above question and interpreted by the Learning Area Coordinator.

C. Objective 3

The trainees will use teacher-intervention techniques to deal with disruptive school behavior.

Description of the Instrument

The Learning Area Coordinator using a written essay or interview technique, obtained responses to the following questions: "(a) What might be an example of a feasible way of increasing some desirable behavior on the part of this student through application of operant or contingency principles. State the behavior(s) to be modified, the reinforcer(s) to be used, the basis for choosing the reinforcer, and the plan for relating reinforcer(s) to desirable behavior(s). (b) Describe a specific occasion when this student was disruptive in the classroom. What surface management or life space interview techniques might have been helpful in this situation and why?"

Results

Trainee responses were categorized unacceptable, acceptable, good, excellent based on clarity, richness, and appropriateness of intervention. The results are presented below:

TABLE 3.27

Level of Trainee Response to Teacher-Intervention Techniques Question

Unacceptable	Acceptable	Good	Excellent
0	4	10	19

N=33
4 trainees exempted (team leaders)
1 trainee - no results

The evidence presented above indicates that the trainees were able to state teacher intervention techniques to deal with disruptive behavior as measured by the above question and interpreted by the Learning Area Coordinator.

D. Objective 4

The trainees will become confident in their ability to manage behavior and to counsel students.

Description of the Instrument

The Specialized Proficiencies Questionnaire (SPO) was designed to elicit opinions from individuals as to the importance of the competencies as well as confidence in performing specific tasks related to an individual's job assignment in work with exceptional children. (See page 27 for further description of the instrument.)

Results

The SPQ was administered as a pre-post institute measure. The subscale used in this portion of the goal assessment was Part IV, "Counseling and Behavior Management." A mean of difference scores of 13.41 was achieved. Using a t test for correlated obsrevations, this positive increase exceeds chance levels of significance.

TABLE 3.28

Mean of Difference Scores and Standard Deviation for the Subscale "Counseling and Behavior Management" Obtained from the Specialized Proficiency Questionnaire

Variable	Mean of Difference Scores	Standard Deviation	t score	Significance
Confidence in Counseling and Behavior Management	13.42	15.5	5.20	$p < .005$

N=36

This positive change in mean scores indicates that trainee perception of their ability to manage behavior and to counsel students as measured by Part IV of the SPQ increased as a function of participation in the training program.

E. Objective 5

The trainees will develop the ability to use the Reciprocal Category System for analyzing teacher classroom behavior.

Description of the Instrument

The Reciprocal Category System (RCS) was developed by Richard Ober and is fully described in his book, Systematic Observation of Teaching, published by Prentice-Hall, Inc. It is an instrument designed to record observations of teacher behavior and student response to the teacher behavior. It is designed to enable a teacher to develop awareness and subsequent control of his own behavior.

To be considered a competent and reliable observer, the trainee should achieve the following behavioral objectives:

1. Associate the correct category number with each of the 19 category descriptions of the RCS
2. Plot five 20-tally columns of raw RCS data in a blank 19 X 19 matrix with no greater than 5 per cent error
3. Make appropriate judgments concerning a teaching performance from RCS data plotted in a 19 X 19 matrix
4. Collect data (either "live" from a teaching-learning situation or from a tape recording) recording the correct RCS category numbers at the rate of 20 tallies per minute with a minimum acceptable reliability of 0.60

The assessment of the performance with regard to each of the above mentioned objectives is presented in the following tabulation:

TABLE 3.29

Number of Trainees Attaining Achievement of Behavioral Objectives on the Reciprocal Category System

RCS Behavioral Objective No.	Number of Trainees	
	Satisfactory	Unsatisfactory
1	36	2
2	37	1
3	33	5
4	25	13

N=38

To determine the RCS competency levels, three categories were developed: unsatisfactory, operational understanding, and competent and reliable observer. The results below indicate the level of mastery of Objective 5.

TABLE 3.30

Trainee Level of Mastery of the Reciprocal Category System

Unsatisfactory	Operational Understanding	Competent and Reliable Observer
N=4	N=11	N=23
11%	29%	60%
	Demonstrated satisfactory performance on 3 of 4 RCS Objectives.	*Demonstrated satisfactory performance on RCS Objectives 1-4.*

N=38

A review of the results above indicate that there was substantial progress in attainment of the instructional objectives and movement toward mastery. It had been anticipated that the system was to be practiced during practice-teaching; however, the practice teaching did not occur as anticipated during the period July 1 to January 14.

The evidence presented above indicates that in spite of the limitation of practice sessions, a majority of trainees became competent and reliable observers; and almost all demonstrated an operational understanding of the Reciprocal Category System.

Summary - Goal D Attainment

Goal D - "To develop skill in behavioral management" as defined by the following subgoals

1. *Ability to establish realistic behavioral standards and limits in an educational setting*
2. *Ability to identify sources of conflict within the individual, group, and school environment*
3. *Ability to develop and use teacher-intervention techniques to deal with disruptive school behavior*

The ad hoc instrument (written essay or interview) developed by the program staff addressed all three subgoals and was effective in determining trainee knowledge in these areas. However, to assess adequately trainee competency (ability) in relation to those subgoals as stated requires demonstrated performance in at least a simulated situation.

The demonstrated competency of trainees to use a classroom interaction analysis system does not satisfy the above requirement. This only shows that trainees have a skill or tool which they could apply in identifying a source of conflict (the social-emotional climate) in the classroom.

From the evidence, it can be concluded that the training program was effective in trainee attainment of the knowledge component of Goal D.

V. Attainment of Goal E

Three objectives were written to obtain evidence relating to achievement of Goal E, "To develop skill in system analysis." Table 3.30 lists the objectives, their subgoal relationship, the techniques used, and the method of determining the results. The presentation of evidence follows the order of the Objectives 1-3.

A. Objective 1 and 2

The Objectives 1 and 2 will be discussed jointly because the same body of data will be analyzed in two different ways to provide evidence.

1 - The trainee will perceive the system of organization at Mark Twain School to be democratic.

2 - The trainee will express "satisfaction" with the system of organization at Mark Twain School.

Description of the Instrument

The Profile of Organizational Characteristics (POC) is a questionnaire consisting of 49-Likert type items addressing eight organizational variables (see following Table). Four levels of organizational behavior are identified on a continuous scale: exploitive authoritative, benevolent authoritative, consulative, and participative. It is designed to determine respondent perception of the organizational characteristics of his school as well as to determine what he would like those characteristics to be.

The Profile of Organizational Characteristics is a modified version of the one developed by Renis Likert and published in his book The Human Organization It's Management and Values, (1967). The wording of items was revised to remove the "business tone" and to enable educators to respond to their setting Two items (nos. 36 and 51) were dropped from Likert's version.

TABLE 3.31

Sources of Evidence for Attainment of Goal E

Objective	Subgoal Relationship	Technique	De
1. The trainee will perceive the system of organization at Mark Twain School to be democratic.	Subgoal 3	Profile of Organizational Characteristics	Positive sh organizatio vs. present eight varia
2. The trainees will express "satisfaction" with the system of organization at the Mark Twain School.	Subgoal 3	Profile of Organizational Characteristics	Decrease in vs. wanted previous to
3. The trainee will become confident in his ability to develop parent and public relations.	Subgoal 1	Specialized Proficiencies Questionnaire, Part VI--Parent and Public Relations.	Positive sh on confiden

TABLE 3.31

Sources of Evidence for Attainment of Goal E

	Subgoal Relationship	Technique	Determination of Results
ve the system Twain School	Subgoal 3	Profile of Organizational Characteristics	Positive shift in mean ratings of organizational characteristics (previous vs. present organization) for each of eight variables
ss "satisfaction" nization at the	Subgoal 3	Profile of Organizational Characteristics	Decrease in discrepancy scores (actual vs. wanted system of organization) from previous to present organization
confident in parent and	Subgoal 1	Specialized Proficiencies Questionnaire, Part VI--Parent and Public Relations.	Positive shift in group mean position on confidence rating scale

Results

Two scores were computed for each trainee by summing item responses for each of eight variables on both the pre and posttests. They are (1) a score representing the "actual" school organization and (2) a score representing the "wanted" school organization. Scores representing the "actual" school organization refer to trainee's previous school in the pretest and to the Mark Twain School on the posttest.

A Wilcoxon Matched-Pairs Signed-Ranks Test (one tailed) was performed on the differences obtained in Score 1 above from pre to posttest measurement (Analysis 1). Positive changes on all eight organizational variables exceeded chance levels of significance, indicating clearly that trainees perceive the Mark Twain School as more democratic than their previous school as measured by the POC. (See Table 3.32, Analysis 1.)

TABLE 3.32

Analysis of Difference Scores[1] Between Trainee Perception of Previous School and Mark Twain School for Selected Organizational Characteristics

Organizational Variable	Analysis	N[2]	T	z score	Significance
Leadership Process Used	1	30	72.5	-3.29	$p < .001$
	2	22	30.0	-3.13	$p < .001$
Character of Motivational Forces Used	1	30	42.0	-3.92	$p < .001$
	2	23	16.5	-3.70	$p < .001$
Character of Communication Process	1	30	57.5	-3.60	$p < .001$
	2	23	40.5	-2.97	$p < .001$
Character of Interaction Influence Process	1	30	28.0	-4.21	$p < .001$
	2	21	32.0	-2.90	$p < .005$
Character of Decision Making Process	1	30	10.0	-4.58	$p < .001$
	2	21	23.0	-3.22	$p < .001$
Character of Goal Setting or Ordering	1	29	76.5	-3.66	$p < .005$
	2	23	41.5	-2.94	$p < .005$
Character of Supervisory Process	1	30	34.5	-4.07	$p < .001$
	2	23	14.0	-3.77	$p < .001$
Performance Goals and Training	1	30	10.5	-4.57	$p < .001$
	2	21	23.0	-4.00	$p < .001$

N=36

1. Wilcoxon Matched-Pairs Signed-Ranks Test (one tail)

2. N represents the number of pairs minus any pair whose difference is zero. The maximum number of pairs for Analysis 1 was 30, and for Analysis 2 it was 23.

To determine trainee "satisfaction" with the Mark Twain organization, discrepancy scores (differences between "actual" and "wanted" scores) were computed for each trainee for each of eight variables on both the pre and posttests. A Wilcoxon Matched-Pairs Signed-Ranks Test (one tail) was performed on the difference obtained between pre and postdiscrepancy scores (Analysis 2). Again, all eight of the tests showed results that exceeded chance levels of significance, indicating that trainees were more satisfied with the Mark Twain organization than that of their previous school, as measured by the POC. (See Table 3.32, Analysis 2.)

The results tend to support attainment of Objectives 1 and 2. Any attempt to interpret results of the Profile of Organizational Characteristics, however, must be viewed with caution. Seven trainees in responding to the questionnaire marked identical scale points for "actual" and "wanted" system of organization on all 49 items. These response sheets were not included in the Analysis 2 reported previously. The Profile of Organizational Characteristic introduced a considerable amount of unusual content to the trainees, and it is quite likely that they became "sensitized" to this content by the administration of the pretest. Therefore it is possible that differences between pre and posttest scores may not be attributed to the organization of the Mark Twain School.

B. Objective 3

The trainees will become confident in their ability to develop parent and public relations.

Description of the Instrument

The modified version of the Specialized Proficiencies for Working with Exceptional Children Questionnaire (SPQ) is designed to elicit opinions as to the importance of the competencies to an individual's job assignment as well as his opinions of his confidence in his ability in the same area. (See page 27 for further description of the instrument.)

Results

The SPQ was administered as a pre-post institute measure. The scale used in this portion of the goal assessment was Part VI, "Parent and Public Relations." A mean of difference scores of 2.92 was achieved. This positive change exceeds chance levels of significance using a t test on correlated observations.

TABLE 3.33

Mean of Difference Scores and Standard Deviation on the Subscale "Parent and Public Relations" Obtained from the Specialized Proficiency Questionnaire

Variable	Mean of Difference Scores	Standard Deviation	t score	Significanc
Confidence in Parent and Public Relations	2.92	4.1	4.29	$p < .005$

N=36

The increase in mean scores is indicative of an increase in trainees' confidence in their ability to develop parent and public relations as measured by Part IV of the SPQ as a function of the training program.

Summary - Goal E Attainment

Goal E - "To develop skill in system analysis" as defined by the following three subgoal

1. *Ability to formulate and communicate concepts of family, social, and educational system influences on student behavior and adjustment*

2. *Ability to identify and use organizational processes for communication, decision-making, and conflict resolution*

3. *Ability to identify and appreciate policies and practices which promote or hinder organizational objectives*

The evidence presented in this report supports partial achievement of two of three subgoals (1 and 3).

Instructional activities were carried out toward a limited aspect of the knowledge component of Subgoal 1. However, there were no systematic procedures for collection of data. Activities also were carried out toward the accomplishment of Subgoal 2 relative to the Mark Twain School; but again, because of time and pressure of other events, specifications of evidence acceptable to program staff for goal accomplishment were not stated or were stated so late in the course of the institute that they would comprise post hoc expectations.

Institute achievement of Goal E is the least documented of all goals and probably was not achieved as stated. If the program staff retains this goal in future training programs, a clearer definition is needed for (1) trainee competencies, (2) processes used to develop and/or assure these competencies, and (3) a specification of evidence acceptable to the program staff for trainee demonstration of competency as well as a lot of creative effort in developing the necessary measurement techniques.

Chapter IV

CONCLUSIONS AND RECOMMENDATIONS

The Proposal for Mark Twain School Staff Development Institute (1970) set very high performance expectations for the program staff. In addition to developing the content of the training program, acquiring necessary resources to implement it, and scheduling meaningful activities for 38 trainees 40 hours a week from July 1, 1970, to January 14, 1972, the program staff was responsible for:

1. Submitting and obtaining approval of 30 credit hours of course work from the Maryland State Department of Education
2. Opening a new school (in which construction was not completed at the time of occupancy) including ordering instructional materials appropriate for the special student population
3. Selecting over 100 pupils for admission to the school
4. Developing and implementing a unique staffing pattern of differentiated responsibilities

All of the above performance expectations were met which in itself demonstrated that it is possible to conduct intensive training programs in a setting such as the Mark Twain School Center.

The evidence presented relative to trainee attainment of specific functional goals of the program is incomplete. All 17 subgoals are teacher competency statements. The data obtained to demonstrate goal attainment, however, was largely in the area of knowledge, understanding, and attitudes and only rarely in the area of skills. This resulted from a general lack of available instruments as well as a lack of time and resources necessary to construct satisfactory ad hoc instruments. In addition, the evaluation design called for meetings with the learning area coordinators to identify performance criteria related to the subgoals. However, the intensive effort necessary for delivery of program, limited the time available for documentation and summative evaluation. Thus it was not possible for the learning area coordinators to meet with the evaluator a sufficient number of times to arrive at the necessary competency definitions and/or measurement techniques for a complete subgoal assessment.

The evidence collected and presented in Chapter III indicates:

1. That relatively high attainment occurred in the following areas:

    Goal A, Subgoal 1

    Ability to complete a psychoeducational profile, including learner stengths and weaknesses, style, and interpersonal functions

    Goal A, Subgoal 2

    Ability to interpret and integrate diagnostic findings

    Goal C, Subgoal 2

    Ability to develop individual performance objectives

Goal B

To develop personal sensitivity and interpersonal effectiveness

2. That moderate attainment (mostly knowledge and understanding components) occurred in:

Goal C, Subgoal 4

Ability to employ a variety of educational techniques and materials in implementing specific teaching strategies

Goal D, Subgoal 1

Ability to establish realistic behavioral standards and limits in an educational setting

Goal D, Subgoal 2

Ability to identify sources of conflict within the individual, group, and school environment

Goal D, Subgoal 3

Ability to develop and use teacher intervention techniques to deal with disruptive school behavior

Goal E, Subgoal 2

Ability to identify and use organizational process for communication, decision-making, and conflict resolution

3. That relatively low attainment occurred in:

Goal A, Subgoal 3

Ability to use assessment information for psychoeducational planning and for evaluating student progress

Goal E, Subgoal 1

Ability to formulate and communicate concepts of family, social, and educational system influences as student behavior and adjustment

4. That relative attainment of the following subgoals cannot be judged:

Goal C, Subgoal 1

Ability to identify and/or develop education materials and tasks at levels of reasonable challenge for each child in the classroom

Goal C, Subgoal 3

Ability to employ curriculum and teaching strategies to meet cognitive and emotional needs of the learner

Goal E, Subgoal 3

Ability to identify and appreciate policies and practices which promote or hinder organized objectives

Recommendations

The training program as defined by the specific functional subgoals is a teacher competency training program. That is, all 17 subgoals were ability (competency) statements. However, a review of the instructional activities clearly indicated that much of the instruction was aimed at knowledge and understanding as well as attitudes and values. These dimensions are not mutually exclusive in that skill is more a resultant of knowledge, attitude, and life habits that a separate parameter. It is also helpful to review skill limitations with an eye to knowledge and attitude sources.

Recommendation 1:

Program objectives should be stated separately for knowledges, attitudes, and skills. In addition, criteria should be identified and made public so that trainee attainment of each objective can be judged.

Also, sets of these objectives should be associated with each program goal. Again, criteria need to be stated so that program accomplishment may be judged. (It is acknowledged that the adoption or development of techniques adequate to assess all trainee compentencies and program goals is a long-range objective.)

A longer-range goal of a training program should be to document the processes used to facilitate specific competency attainment so that these processes may be reviewed and accepted, modified, or discarded.

The program staff of a training program based in such a setting as Mark Twain School will have major responsibilities for the operation of that center as well as for providing in-service training. Therefore, a maximum use of available resources should be made to support that staff. A review of the content of "teacher competency" courses offered by the Department of Staff Development, Montgomery County Public Schools, showed these courses to be very similar in nature to several seminars offered in the training program.

Recommendation 2:

Relevant "teacher competency" courses and learning modules offered by the Department of Staff Development, Montgomery County Public Schools should be integrated with future training programs.

This could lead to greater variety in course offerings which could result in differentiated course selection by participants (a more individualized program). In addition, the program staff could then devote more time and creativity to the development and implementation of the portion of the program unique to the Mark Twain School. It is recognized that considerable interdepartmental consultation will be necessary to assure that instruction was appropriate and consistent with the remainder of the program.

The program staff implemented procedures to obtain feedback on their performance from trainees. A set of procedures by which trainees could receive feedback on their performance was not widely established.

Recommendation 3:

Systematic procedures should be established to provide frequent direct feedback to participants on both progress toward and attainment of objectives.

Instructional activities during the training period were varied, including simulations and role playing. The activities in the area of participant practice of competency were not nearly as frequent as compared to other instructional activities as a review of the subgoals might suggest.

Recommendation 4:

A greater proportion of instructional activities such as role playing, simulations, and micro-teaching should be planned to provide for trainee development of competency.

Practice teaching was planned for in the original training proposal but was not accomplished during the initial six-month training period. The decision by the program staff to postpone this activity was serious but unavoidable.

Recommendation 5:

A practice teaching component, with exceptional children and conducted with adequate supervision, should be included in training programs of this type.

The demands on the training program seem to have exceeded the time allowed for it. In addition to providing 30 credit hours of instruction, there is a need to include practice teaching and additional time for development and demonstration of teacher competencies.

Recommendation 6:

Training programs of this type should be for a period of one academic year.

The considerable knowledge and skills obtained by the program staff as well as the development of procedures, processes, and materials would be largely wasted if this program were not continued for the purpose of refinement and further development.

Recommendation 7:

A proposal for continuation of the Mark Twain Special Project for teacher education should be submitted to the U. S. Office of Education.

Chapter V

SUMMARY

The major purpose of the Mark Twain Staff Development Institute was to prepare regular public school teachers to plan and conduct an individualized psychoeducational program for adolescents who are experiencing difficulty with academic achievement, classroom behavior, and interpersonal relationships. Future projections indicate that a public school training model will be developed for the preparation of professional personnel who can effectively instruct these adolescents.

The institute was held 40 hours a week for the period from July 1, 1971, to January 14, 1972. As a direct result of successful participation in this training institute, teachers earned 30 inservice course credits and were certified by the state of Maryland to teach emotionally disturbed adolescents.

PARTICIPANTS

Institute participants were fully salaried educators who had been selected to comprise the faculty of a new public school for adolescents who are having difficulty with academic achievement, classroom behavior and interpersonal relationships. With very few exceptions the 38 trainees had experience in regular classrooms and did not have training in special education. These teachers reflected the range of subject-area competencies usually found in junior and senior high schools.

GOALS

The five goals of the institute were stated in terms of actual job functions and included the development of competency in the area of psychoeducational assessment and programming, personal sensitivity and interpersonal effectiveness, implementation of psychoeducational curriculum and individualizing instruction, behavior management, and systems analysis. Learning experiences, including seminars, practica, and independent study, were developed according to three basic principles: (1) relevance of institute learning experience to identified job skills; (2) integration of didactic, practical, and independent study experiences; and (3) creation of a psychoeducational learning environment in which cognitive and affective dimensions were interwoven and correlated with the needs and motivation of the learner to facilitate stated trainee attainment goal competencies.

INSTITUTE EVALUATION

To accomplish the evaluation purpose, the model for evaluation consisted of three major components: (1) learning area competency measurements including pre-post institute test battery, (2) monitoring and reporting of progress activities, and (3) an independen educational accomplishment audit.

The learning area competency evaluative component was related to the nature of the instrumentation. The four procedures were:

1. Ad hoc instruments specifically designed by the program and evaluation staff

   For example, Some Thoughts on Teaching was an essay instrument developed by the program staff. By completing all the items, the respondent develops an educational plan for a pupil.

2. Modified versions of instruments in print

   The Profile of Organizational Characteristics developed by Rensis Likert and published in his book, The Human Organization; Its Management and Values, was modified so as to be applicable to educational settings.

3. Standardized instruments that lent themselves to unique analysis such as the Fundamental Interpersonal Relations Orientation (FIRO) Series

   Included in this battery was the FIRO-B designed to measure "how an individual acts in interpersonal relations." This entire battery was developed by William C. Schultz and published by Consulting Psychologists Press, Inc.

4. Standardized instruments for which significant gains were predicted from pre to posttest measurement

   These consisted of the (a) Personal Orientation Inventory - (Inner-Directed Subscale), developed by Everett J. Shostrom and designed to tap the concept of self-actualization; (b) The Minnesota Teacher Attitude Inventory, a widely used and well known instrument designed to predict how well a teacher will get along with pupils in interpersonal relations; and (c) The Measurement Competen Test, designed to assess specific measurement competencies which are needed by teachers. This test was developed by Samuel T. Mayo, U. S. Department of Health, Education, and Welfare as part of a project Preservice Preparation of Teachers in Educational Measurement. The following table presents the results obtained before and after the institute for these three instruments:

Pre-Post Means and Standard Deviations
from Selected Instruments Administered
During the Mark Twain Staff Development Institute

Instrument	Pre Mean	Pre S.D.	Post Mean	Post S.D.	Significance*
Personal Orientation Inventory (Inner-Directed Subscale)	87.82	8.7	90.61	9.9	$p. < .05$
Minnesota Teacher Attitude Inventory	64.29	26.1	73.74	24.9	$p. < .005$
Measurement Competency Test	30.37	7.2	34.42	6.5	$p. < .005$

*These values were obtained using a t test for correlated observations.

The second component of the evaluation model consisted of monitoring and reporting progress activities. This was designed to provide timely information as well as to document what was actually occurring during the institute as compared to what was originally planned. Both formal and informal feedback was given to the program staff during the course of the institute.

Finally, an independent educational accomplishment audit was designed as an external evaluation with the intent of assessing the appropriateness of the evaluation procedure both as to design and implementation for determining program effectiveness. Malcolm Provus, director, The Evaluation Research Center, University of Virginia, Charlottesville, Virginia, contracted for the audit. A separate report written by this auditing agent is to be forwarded to the U. S. Office of Education.

CONCLUSIONS AND RECOMMENDATIONS

The Proposal for Mark Twain School Staff Development Institute (1970) set very high performance expectations for the program staff. In addition to developing the content of the training program, acquiring necessary resources to implement it, and scheduling meaningful activities for 38 trainees 40 hours a week from July 1, 1970, to January 14, 1972, the program staff was responsible for:

1. Submitting and obtaining approval of 30 credit hours of course work from the Maryland State Department of Education

2. Opening a new school (in which construction was not completed at the time of occupancy) including ordering instructional materials appropriate for the special student population

3. Selecting over 100 pupils for admission to the school

4. Developing and implementing a unique staffing pattern of differentiated responsibilities

All of the above performance expectations were met which in itself demonstrated that it is possible to conduct intensive training programs in a setting such as the Mark Twain School Center.

The evidence presented relative to trainee attainment of specific functional goals of the program is incomplete. All 17 subgoals are teacher competency statements. The data obtained to demonstrate goal attainment, however, was largely in the area of knowledge, understanding, and attitudes and only rarely in the area of skills. This resulted from a general lack of available instruments as well as a lack of time and resources necessary to construct satisfactory ad hoc instruments. In addition, the evaluation design called for meetings with the learning area coordinators to identify performance criteria related to the subgoals. However, the intensive effort necessary for delivery of program limited the time available for documentation and summative evaluation. Thus, it was not possible for learning area coordinators to meet with the evaluator a sufficient number of times to arrive at necessary competency definitions and/or measurement techniques for a complete subgoal assessment.

The evidence collected toward goal attainment indicates:

1. That relatively high attainment occurred in the following areas:

   Goal A, Subgoal 1

   Ability to complete a psychoeducational profile, including learner strengths and weaknesses, style, and interpersonal functions

   Goal A, Subgoal 2

   Ability to interpret and integrate diagnostic findings

   Goal C. Subgoal 2

   Ability to develop individual performance objectives

   Goal B

   To develop personal sensitivity and interpersonal effectiveness

2. That moderate attainment (mostly knowledge and understanding components) occurred in:

   Goal C, Subgoal 4

   Ability to employ a variety of educational techniques and materials in implementing specific teaching strategies

   Goal D, Subgoal 1

   Ability to establish realistic behavioral standards and limits in an educational setting

   Goal D, Subgoal 2

   Ability to identify sources of conflict within the individual, group, and school environment

   Goal D, Subgoal 3

   Ability to develop and use teacher intervention techniques to deal with disruptive school behavior

   Goal E, Subgoal 2

   Ability to identify and use organizational process for communication, decision-making, and conflict resolution

3. That relatively low attainment occurred in:

Goal A, Subgoal 3

Ability to use assessment information for psychoeducational planning and for evaluating student progress

Goal E, Subgoal 1

Ability to formulate and communicate concepts of family, social, and educational system influences as student behavior and adjustment

4. That relative attainment of the following subgoals cannot be judged:

Goal C, Subgoal 1

Ability to identify and/or develop education materials and tasks at levels of reasonable challenge for each child in the classroom

Goal C, Subgoal 3

Ability to employ curriculum and teaching strategies to meet cognitive and emotional needs of the learner

Goal E, Subgoal 3

Ability to identify and appreciate policies and practices which promote or hinder organized objectives

Since the institute was conceived as the first stage in developing a public school training model for preparation of professional personnel in the area of emotionally handicapped adolescents, the following recommendations were directed toward improvement of the training program in order to meet this long-range objective.

(1) Program objectives should be stated separately for knowledges, attitudes, and skills. Sets of these objectives should be associated with each program goal. Criteria need to be stated so that program accomplishment may be judged. It is acknowledged that the adoption or development of techniques adequate to assess all trainee competencies and program goals is a long-range goal.

Another long-range goal of a training program should be to document the processes used to facilitate attainment of specific competencies so that these processes may be reviewed and accepted, modified or discarded.

(2) Relevant courses and learning modules, offered by the school system's Department of Staff Development should be integrated with the institute program to increase the variety of offerings and to free the program staff to concentrate on the portion of the program unique to the preparation of teachers of emotionally handicapped adolescents.

(3) Systematic procedures should be established to provide frequent direct feedback to participants on both progress toward and attainment of objectives.

(4) The program should include a greater proportion of instructional activities, such as role playing, simulations, and microteaching, which provide for trainee development of competency.

(5) Practice teaching of exceptional children, conducted with adequate supervision, should be an integral component of the program.

(6) The program should be for a period of one academic year to allow time for practice teaching and for development of competencies while retaining 30 credit hours of academic instruction.

(7) A proposal for continuation of the Mark Twain Special Project for Teacher Education should be submitted to the U. S. Office of Education.

Further elaboration on the statements made in this summary may be found in the final report of The Mark Twain Staff Development Institute submitted to the U. S. Office of Education, Bureau of Handicapped Children. This report specifies in detail the development and evaluation of the six-month institute described above.

APPENDIX A

List of Measurement Techniques used for Measurement of Goal Attainment for the Mark Twain Staff Development Institute

I. (Pre-Post) Specialized Proficiencies for Working With Exceptional Children Questionnaire (110 items) (SPQ)
(Teacher self reports re: importance and confidence)

- A. Knowing the Child
- B. Curriculum: Material and Methods
- C. Testing and Psychoeducational Assessment
- D. Counseling and Behavior Management
- E. Teacher as a Professional Team Worker
- F. Parent and Public Relations
- G. Teacher as a Person

II. (Pre-Post) Teacher Practices Questionnaire (TPQ)
(Teacher role preference /5 rules/)

III. (Pre-Post) Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B)
(Persons sensitivity, diagnostic ability and action skill in social situations)

IV. (Pre-Post) Fundamental Interpersonal Relations Orientation Feeling (FIRO-F)
(Interpersonal relationships)

V. (Post) Instrument A
(Teacher skill in extracting and describing, diagnosing and interpreting strengths and weaknesses of the learner with regard to academic achievement, classroom behavior, and interpersonal relationships)

- A. Part I - Integrating diagnostic findings
- B. Part II - Interpreting diagnostic findings

VI. (Pre-Post) Measurement Competency Test (MCT)
(Knowledge familiarity, ability and understanding re: Standardized tests, Construction and Evaluation of Classroom tests, Uses of Measurement and Evaluation and Statistical Concepts)

VII. (Pre-Post) Personal Orientation Inventory (POI)
(Self actualization - interpersonal competencies)

- A. Time competent
- B. Inner directed
- C. Self-actualizing value
- D. Existentiality
- E. Feeling reactively
- F. Spontaneity
- G. Self-regard
- H. Self-acceptance
- I. Nature of man, Construction

APPENDIX A cont.

J. Synergy
K. Acceptance of aggression
L. Capacity for intimate contact

VIII. Some thoughts on teaching (STT^{m})
(Essay - developing an educational program for pupil)

(Pre-Post) A. Use of resources
(Pre-Post) B. Instructional strategies
(Post) C. Curriculum materials
(Post) D. Match between strategies and materials
(Pre-Post) E. Evaluation

IX. (Post) Instrument B
(Essay - classroom behavior management)

A. Behavioral standards and limits
B. Sources of conflict
C. Intervention techniques

X. (Pre-Post) Profile of Organizational Characteristics (POC)
(Management style - exploitive authoritative, benevolent authoritative, consultative, participative - teacher perception re: actual and wanted)

A. Leadership
B. Motivation
C. Communication
D. Interaction
E. Decision making
F. Goal setting
G. Supervisory
H. Performance

XI. (Pre-Post) Minnesota Teacher Attitude Inventory
(Attitudes related to teacher pupil relationship)

XII. (Post) Reciprocal Category System Test (RCS)
(Systematic Classroom Observation - Operational understanding of the instrument)

XIII. (Pre-Post) Educational Values (VAL-ED)
(Interpersonal relationships in the area of Education)

A. Importance
B. Mind
C. School-child: Control
D. Teacher-child: Control
E. Teacher-child: Affection
F. Teacher-community: Inclusion
G. Teacher-community: Control
H. Teacher-community: Affection
I. Administrative-teacher: Inclusion

APPENDIX A cont.

J. Administrative-teacher: Control
K. Administrative-teacher: Affection
L. Administrative-community: Inclusion
M. Administrative-community: Control
N. Administrative-community: Affection

XIV. (Post) Curriculum Development Learning Area: Behavioral Objectives

XV. (Post) Audio-Visual Equipment Personal Checkout List

XVI. (Post) Dial Retrieval/Observation System Personal Check List

APPENDIX B

Plan for an Independent Educational Accomplishment Audit

A. Purpose

This report presents a plan for an Independent Educational Accomplishment Audit which will be applied to the six-month Mark Twain Staff Development Institute, Montgomery County Public Schools, Rockville, Maryland. Included are the responsibilities of the auditing agent and those aspects of the audit process which will be a function of the Mark Twain staff.

B. Background

A proposal was submitted to the Office of Education, Bureau of the Handicapped on December 4, 1970, for partial funding of a six-month staff development program. A conditional award was received. One condition was that the evaluation of the training program be done by an independent agent, one external to the Montgomery County Public Schools. This plan for an Independent Educational Accomplishment Audit is submitted to meet that condition.

An Independent Educational Accomplishment Audit, also referred to as an Independent Review, is an external review procedure by qualified outside technical personnel who are not directly involved in the actual operation of the project. It is designed (1) to assess the appropriateness of evaluation procedures for determining program effectiveness and (2) to verify the accuracy of the results of that evaluation.

C. Audit Process

Four phases are essential to the audit process: the initial review, the translation and instrumentation, the monitoring and feedback, and the public report.

For the initial review phase, the auditor will review the evaluation design proposed by the Mark Twain staff and make appropriate recommendations. The outcome of this phase will be the evaluation design for the training program.

In the translation and instrumentation phase, the auditor and the Mark Twain staff will determine the evidence necessary to demonstrate that program objectives have been met. Instruments such as tests, questionnaires, interview protocols, and performance tasks which are to be used to gather evidence of program effectiveness will be reviewed. This phase will produce the standards that will be applied in interpreting the achievements of the program as well as a set of delineated techniques and procedures for gathering data.

The monitoring and feedback phase will be the responsibility of the auditor. In this phase, the auditor will carry out an internal review consisting of estimates of possible discrepancies between evaluation objectives and performance, verification of data accuracy, and assessment of methodological appropriateness. It is expected that on-site monitoring visits will be made. The outcome of this phase will be a minimum of three periodic reports to the Mark Twain staff.

In the public report phase, the auditor will submit his report to the Office of Education with copies to the Mark Twain staff. This public report will contain recommendations and commendations as they relate to local objectives.

While the basic information obtained from the data will be a report of participant performance related to specific objectives, these data will also provide guidelines for program improvement and decision-making regarding the next institute.

D. Responsibilities

The Mark Twain staff will:

1. Develop the evaluation design for the program including procedures for assessing process, product, and program management.
2. Draft an audit contract stating responsibilities and limitations of both parties including a written statement as to the nature of reviews, where they will be held, how long they will take, when they will occur, and who is responsible for arrangements.
3. Adopt and/or develop instruments such as tests, questionnaires, and interview protocols to use in collecting data on objectives.
4. Implement the evaluative process and the procedures defined in the evaluation design.
5. Submit a report of the evaluation findings to the Office of Education.

The auditing agent will:

1. Review the evaluation design and submit in writing a report and recommendations to the Mark Twain staff.
2. Review objectives and instrumentation for the evaluative process and submit in writing a report and recommendations to the Mark Twain staff.

3. Monitor the evaluative process as described under the monitoring and feedback phase.
4. Submit a report in writing to the Office of Education with copies to the Mark Twain staff addressing (1) the appropriateness of evaluation procedures for determining program effectiveness and (2) the accuracy of the results of that evaluation.

Since available resources determine to a large extent both the scope of evaluation and the extent of audit activities, all recommendations and commendations by the auditing agent should reflect these limitations.

E. Auditing Costs

Preliminary discussions with Dr. Malcolm Provus, Director of the Evaluation Research Center, University of Virginia have resulted in an estimate for the performance of an audit of the staff development institute of approximately $2,440, itemized as follows:

Staff Fees	$2,000
Travel	360
Clerical Services	80
	$2,440

These audit costs are approximately 10% of the total evaluation costs and would include on-site visits as well as those activities desceibed above. This plan for an Independent Educational Accomplishment Audit is contingent upon award of the grant from the Bureau for the Education of the Handicapped, United States Office of Education.

6 1971
MONTGOMERY COUNTY PUBLIC SCHOOLS

APPENDIX B cont.

April 1, 1971

Dr. Homer O. Elseroad
Superintendent of Schools
Montgomery County Public Schools
850 North Washington Street
Rockville, Maryland 20850

Dear Dr. Elseroad:

I am responding to a request from William Porter for an independent, external audit of the Mark Twain Staff Development Institute.

Between May, 1971 and March, 1972 I shall:

1) Review the evaluation design and submit in writing a report of that review to Mark Twain staff including recommendations and commendations

2) Review objectives and instrumentation for the evaluative process and submit in writing a report of that review to the Mark Twain staff including recommendations and commendations

3) Monitor the evaluative process as described under the monitoring and feedback phase

4) Submit a report in writing to the Office of Education with copies to the Mark Twain staff addressing (a) the appropriateness of evaluation procedures for determining program effectiveness and the (b) accuracy of the results of that evaluation.

It is assumed that the evaluation to be audited shall contribute to the improvement of the training program while it is in process, will measure the impact of the program on trainees, and will contribute to estimates of the long run effects of the training program. The external audit will be based on the theoretical assumptions and techniques established under the Discrepancy Evaluation Model, published by John McCutchan Co., 1972, and elaborated in the attached Plan for an Independent Educational Accomplishments Audit.

Sincerely yours,

Malcolm Provus
Director and Professor of Education

MP/df
Attachment
cc: William Porter

APPENDIX C

Mark Twain Staff Development Institute Faculty

A. STANLEY A. FAGEN

Title: Supervisor of Professional Development, Mark Twain School

Time Devoted to Institute: 100 per cent

Degrees:

1959-1963	University of Pennsylvania, Philadelphia, Pa.	Ph.D.
1957-1959	University of Pennsylvania, Philadelphia, Pa.	M.A.
1953-1957	Brooklyn College, Brooklyn, N.Y.	B.A.

Professional Experience:

September, 1970-Present	Supervisor of Professional Development, Mark Twain School, MCPS
1960-Present	Adjunct Professor, Department of Education, American University, Washington, D.C. (Responsibilities included teaching graduate courses in: Psychoeducational Assessment, Mental Health in the Schools, and Human Development)
1969-1970	Director of Research, Psychoeducational Institute, Hillcrest Children's Center, Washington, D. C.; Director of Evaluation, Hillcrest/American University Teacher Training Project (Responsibilities included program evaluation of Hillcrest Therapeutic School, evaluation of special project in preparation of teachers in area of emotionally handicapped, evaluation of innovative curriculum in area of school mental health)
1968-1970	Project Director, Teaching Children Self-Control, Hillcrest Children's Center (Responsibilities included development and study of an elementary level curriculum for teaching inner-city children techniques and skills for flexibly controlling impulses, and inservice teacher training)
1969-Present	Consulting Child Clinical Psychologist, Walter Reed General Hospital, Washington, D. C.
1967-Present	Advanced Student in Washington School of Psychiatry Group Psychotherapy Training Program, D.C.
1965-Present	Consulting Child Clinical Psychologist and Therapist, Family Service Agency of Prince George's County, Maryland
1968-1970	Assistant Clinical Professor of Psychology and Assistant Research Professor of Pediatrics, George Washington University, D.C.
1966-1970	Director of Psychology Training, Hillcrest Children's Center and Children's Hospital of D.C.
1967-1970	Research Associate, Department of Psychiatry Academic Staff, Children's Hospital, D.C.
1966-1969	School Psychologist, Hillcrest Therapeutic School, Hillcrest Children's Center, Washington, D.C.
1964-1966	Chief Child Clinical Psychologist, Child Psychiatry Service, Walter Reed General Hospital

APPENDIX C cont.

(Stanley A. Fagen cont.)

1964-1966	Clinical Psychologist (Sr.), Loudoun County Guidance Center, Department of Mental Hygiene, State of Virginia
1963-1964	Staff Clinical Psychologist, Walter Reed Army Medical Center

B. WILLIAM R. PORTER

Title: Principal, Mark Twain School

Time Devoted to Institute: 50 per cent

Degrees:

1968-Present	Ed.D. Candidate in Special Education, University of Maryland, College Park, Md.	
1953-1968	University of Maryland, College Park, Md.	M.Ed.
1946-1950	Western Maryland College, Westminster, Md.	A.B.

Professional Experience:

1970-Present	Principal, Mark Twain School, MCPS
1940-Present	Lecturer, Department of Special Education, University of Maryland (Instruction of graduate students in area of the education of emotionally handicapped children and youth)
1968-1970	Consultation with Montgomery County Public Schools staff planning the Mark Twain School and the School-Based Programs while on leave for study
1966-1968	Adjunct Professor, Department of Special Education, Catholic University of America (Responsibilities included teaching courses on community services for the retarded and organization and administration of special education programs)
1967-1968	Director, Title III, ESEA, Project FOCUS on Children with Underdeveloped Skills, Montgomery County Public Schools (Responsibilities involved directing project designed to evaluate and demonstrate the applicability and feasibility of school-based early identification, diagnostic, and intervention processes to improve the educational performance of children who have deficits in learning, social, emotional, and physical areas. Also responsible for inservice training of the diagnostic-prescriptive teaching staff for the project)
1966-1967	Director, Title III, ESEA, Planning Project, Study of the Feasibility of Establishing a Model Demonstration School for Educationally Disadvantaged Children, MCPS
1963-1965	Co-investigator, Demonstration Program for Emotionally Handicapped Boys, 12-14 years old, MCPS

(William R. Porter cont.)

1962-1966	Director, Special Education Programs, MCPS (Responsibilities included directing the work and training for a staff of 260 professional and supporting services employees who provided educational programs for 1,434 physically, mentally, and emotionally handicapped elementary and secondary pupils in special classes; 3,815 pupils with speech and hearing handicaps and 53 with visual handicaps through itinerant services, 455 pupils under home and hospital instruction, and 144 patients at the National Institutes of Health under a contract arrangement)
1961-1963	Executive Secretary, Special Youth Services Advisory Committee (conjointly appointed by Board of Education and County Council of Montgomery County)
1961-1962	Supervisor, Itinerant Special Education Programs (speech and hearing disorders, visual handicaps, home and hospital instruction), MCPS
1958-1961	Assistant Principal, Junior-Senior High School, MCPS
1956-1958	School Counselor, Grades 7-12, MCPS
1952-1956	Teacher, Grades 7-12, English, Journalism, Biology and Special Education (variety of handicapping conditions, including emotional and learning disorders represented in groups that were integrated in a junior-senior high school), MCPS

C. JOAN S. ISRAEL

Title: Coordinator of Program Development

Time Devoted to Institute: 50 per cent

Degrees:

1961-1966	University of Maryland, College Park, Md.	M.Ed.
1950-1953	George Washington University, D.C.	B.A.

Professional Experience:

1970-Present	Coordinator of Program Development, Mark Twain School (Responsible for development of school curriculum and scheduling pattern; selection of instructional materials and equipment; assistance in selection of teachers, planning for training institute, selection procedures for students, and evaluation of program)
1969-1970	Coordinator of Planning, Mark Twain School (Responsible for all aspects of planning multi-level programs in the area of emotionally handicapped--facility, program, staff selection and training, criteria for admission of students, evaluation of program, development of programs in regular secondary schools)

APPENDIX C cont.

(Joan S. Israel cont.)

1966-1969	Teacher-Specialist, Special Education Services, MCPS - Assistant to Director of Special Education (Assisted in long-range planning and development of programs for children with learning problems, emotional handicaps, mild and moderate retardation, physical and multiple handicaps; selection of teachers; planning for inservice programs; allocation of equipment and instructional materials)
1961-1966	Hearing Specialist, Grades K-6, Glenmont Elementary School, MCPS (Provided resource room program for children with hearing handicaps and learning problems; served as resource to regular classroom teachers in management of behavior and in curriculum guidance for specified children)
1953-1956	Special Education Teacher, Grades K-6, Bancroft Elementary School, Washington, D.C. Public Schools (Classroom teacher for children with multiple handicaps, e.g., hearing loss, severe speech delay, cerebral palsy, mild retardation, learning and emotional problems)

D. EDMUND J. PHILLIPS

Title: Supervisor, Supplementary Services, Mark Twain School

Time Devoted to Institute: 25 per cent

Degrees:

1964-1966	Duquesne University, Pittsburgh, Pennsylvania	Ph.D.
1961-1964	Duquesne University, Pittsburgh, Pennsylvania	M.A.
1952-1956	St. Vincent College, Latrobe, Pennsylvania	B.A.

Professional Experience:

1970-Present	Supervisor, Supplementary Services, Mark Twain School, MCPS
1967-Present	Consultant, Edgemeade School for Emotionally Handicapped Youth, Upper Marlboro, Maryland (Consultation in area of group and individual psychotherapy)
1970-Present	Consulting Psychologist, Walter Reed General Hospital, Washington, D.C. (Consultation in child and adolescent areas)
1969-1970	Staff Psychologist, MCPS (intern supervision and design and implementation of projects in teacher training and development)
1967-1969	Assistant Chief, Psychology Services, Walter Reed General Hospital, Washington, D.C.
1966-1969	Chief Psychologist, Department of Child Psychiatry, Walter Reed General Hospital, Washington, D.C.
1966-1968	Instructor, College of William and Mary Extension Division (Graduate courses for teachers in child and adolescent development)

APPENDIX C cont.

E. PHYLLIS L. McDONALD

Title: Coordinator, Instructional Resource Center

Time Devoted to Institute: 40 per cent

Degrees:

1972	The George Washington University	Ed.D.
1966	The George Washington University	Ed.S.
1964	State University of New York at Albany	M.A.
1956	State University of New York at Albany	A.B.

Professional Experience:

July, 1971-Present	Coordinator, Instructional Resource Center, The Mark Twain School
September, 1971	Program Associate, Council for Exceptional Children's Information Center (Responsible for translation of research to teacher training materials)
December, 1970-August, 1971	Research Scientist, Program of Policy Studies in Science and Technology, Educational Policy Group, George Washington University (Engaged in behavioral science research in aviation and survey of CATU market)
August, 1968-December, 1970	Research Scientist, Program of Policy Studies in Science and Technology, Educational Policy Group, George Washington University; Project Manager: USOE Project: Analysis of the Need for and Feasibility of More Effective Distribution of Government Supported Non-Print Materials
September, 1966-August, 1968	USOE Fellowship - George Washington University; summer employment at GWU SEIMC included development of evaluation techniques for instructional materials
September, 1964-1966	Teacher, Christ Child Institute; Residential Treatment Center, Emotionally Disturbed Children
September, 1960-June, 1964	Substitute teacher, housewife
September, 1956-June, 1957	Teacher, Draper High School, Rotterdam, New York, history and economics

Professional Activities:

1971-Present	Department Editor, Teaching Exceptional Children Teacher's Theatre. Review of news media releases and suggestions for classroom uses
1971-Present	Associate Editor, Exceptional Children Journal
1971-Present	Previews and selects films for Council for Exceptional Children Film Theatre for Topical and Annual International Conventions

APPENDIX C cont.

F. STEPHEN CHECKON

Title: Supervisor of Evaluation and Research, Mark Twain School

Time Devoted to Institute: 75 per cent

Degrees:

1967-Present	Ph.D. Candidate in Educational Research, American University; completed course work requirements	
Summer 1964	NSF Institute: Fundamentals of Digital Computers University of Southern California	
1960-1963	Indiana State College, Indiana, Pennsylvania	M.Ed.
1957-1960	Indiana State College, Indiana, Pennsylvania	B.A.

Professional Experience:

October, 1970-Present	Supervisor of Evaluation and Research, Mark Twain School
1967-1970	Assistant Director for Development (1 year), Teacher Specialist for Development (2 years), Department of Pupil and Program Appraisal, MCPS (Responsible for the development and implementation of plans in the preparation of techniques for both pupil and program appraisal. Specific tasks included the construction of county achievement tests as well as banks of test itmes for curriculum areas; construction of special instruments for appraising skills of educationally deprived children; development of procedures and techniques for grading and reporting; leadership in workshops on appraisal and in the evaluation of various projects)
1962-1967	Classroom Teacher; Math Resource Teacher, Department Chairman, MCPS
1960-1962	Classroom Teacher, Northern Cambria Joint School District, Spangler, Pennsylvania

APPENDIX D

Functional Goals and Subgoals of Mark Twain School Staff Development Institute*

Goal A - To develop skill in psychoeducational assessment and programming

Subgoal 1. *Ability to complete a psychoeducational profile, including learner strengths and weaknesses, style, and interpersonal functions*

Subgoal 2. *Ability to interpret and integrate diagnostic findings*

Subgoal 3. *Ability to use assessment information for psychoeducational programming and planning*

Goal B - To develop personal sensitivity and interpersonal effectiveness

Subgoal 1. *Ability to comprehend and communicate effectively with others (on both the cognitive and affective levels); to perceive accurately one's reaction to and effect upon others)*

Subgoal 2. *Ability to interact with sensitivity, warmth, openness, empathy, flexibility, self-confidence, and self-awareness*

Subgoal 3. *Ability to express freely positive and negative emotions*

Subgoal 4. *Ability to use and provide supervision constructively*

Subgoal 5. *Ability to promote mutual understanding and resolution of problems*

Goal C - To develop skill in implementing a psychoeducational curriculum for adolescents who have problems in academic tasks, human relationships, and self-organization

Subgoal 1. *Ability to develop or utilize curriculum to meet explicit psychoeducational objectives*

Subgoal 2. *Ability to employ a variety of educational techniques and methods in implementing curriculum*

Subgoal 3. *Ability to employ curriculum and teaching procedures to meet the cognitive and emotional needs of the learner*

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*12/70

APPENDIX D cont.

Goal D - To develop skill in individualizing instruction for adolescents who have problems in academic tasks, human relationships, and self-organization

Subgoal 1. *Ability to present educational material and tasks at a level of reasonable challenge for each child in the classroom*

Subgoal 2. *Ability to foster student initiative in planning and directing an individualized learning program*

Subgoal 3. *Ability to develop individual performance objectives and evaluate student progress*

Subgoal 4. *Ability to stimulate independent study and responsible participation in the teaching-learning process*

Subgoal 5. *Ability to implement remedial and programmed instruction approaches to individualized learning*

Goal E - To develop skill in behavior management

Subgoal 1. *Ability to establish and model realistic behavior standards in an educational setting*

Subgoal 2. *Ability to identify, support, and promote positive group and individual behavior*

Subgoal 3. *Ability to develop and use techniques of teacher intervention to protect the group and individual from disruptive school behavior*

Subgoal 4. *Ability to use inappropriate school behavior to teach new skills for coping with interpersonal, work, and academic tasks*

Goal F - To develop skill in systems analysis

Subgoal 1. *Ability to formulate and communicate concepts of how family, social, and educational systems influence school behavior and adjustment*

Subgoal 2. *Ability to relate individual characteristics and behavior to group and system transactions*

Subgoal 3. *Ability to identify institutional policy and practices, and their effect on student behavior*

APPENDIX E

Content of Instructional Units

. Content of Institute

A variety of significant learning experiences were designed for the institute in accordance with the above principles for program development. These learning experiences may be conveniently grouped into three categories:

a) Seminars
b) Practica
c) Independent Study

a) Seminars. For the purpose of this institute, a seminar was intended to mean an instructor-managed group which meets for a specified number of sessions. Each seminar was structured to include an explicit set of subject matter, arranged as interdependent learning units. The following seminars were conducted:

1) Psychoeducational Assessment and Programming

Learning Units:

Concepts of measurement; test development and interpretation; nature of intelligence; measuring intelligence, achievement, aptitude; nature of personality; measuring personality; learning abilities and disabilities; learning style; assessment by interview; assessment by observation; completing a psychoeducational profile; developing educational hypotheses and behavior prescriptions; interpreting and integrating findings; report writing

2) Behavior Management

Learning Units:

Definition of behavior management; the psychoeducational approach--assumptions, principles, implications; the Conflict Cycle and strategies for intervention; managing surface behavior; concept of therapeutic milieu; group dynamics: use of power in a group, L-J Sociometric technique; characteristic behavior of children with emotional problems; life space interviewing: opening responses, emotional first aid, clinical exploitation; environmental design, operant conditioning, and educational therapy; operant diagnosis and assessment: the behavior modification classroom; principles of reinforcement and contingency management

3) Curriculum Development

Learning Units:

Introduction and orientation to curriculum development; program philosophy of the Mark Twain School; organizing data for student programming;

identification of basic skills/concepts within a curriculum area; identification of levels of student achievement; development of assessment measures for student achievement; educational goals; behavioral objectives, and criterion test items; introduction and overview of alternative models of teaching; four models of teaching: Concept Attainment, Synectics, Group Investigation and Role-Playing--theory to practice to specific applications; value clarification as a teaching strategy

4) Educational Technology and Instruction

Learning Units:

Selection of instructional materials (part 1): procedures, criteria for evaluation, matching materials to student needs; selection of instructional materials (part 2): values of multi-media, resource lists, individual assessment of materials, types of equipment and materials available; production of instructional materials: transparencies, ditto masters, lamination, slide flat pictures, visugraph, color lift, photocopy, instamatic pictures; selection of instructional materials (part 3): vendor demonstrations of multi-media line of materials and audiovisual equipment with group participation in assessment of materials; concepts and illustrations in programmed instruction; criteria for evaluation of self-instructional materials; gaming and simulation strategies: role of gaming director, purposes and guidelines, some applications, methods and problems in evaluation; use of audiovisual equipment: instruction and practice; closed-circuit TV and Audio-Video Dial Access systems; procedures, potential and problems in filmmaking with students; production of 8 mm films: theory and practice

5) Adolescent Problems and Development

Learning Units:

Introduction and overview; biological antecedents to adolescence; psychological antecedents to adolescence; treatment and educational approaches with emotionally handicapped adolescents; ecological and system effects on behavior; psychology of adolescents; biological factors in adolescence; adolescent and the world of work; adolescent and his family; adolescent and drugs; suicide and the adolescent; crisis intervention in adolescence; delinquency

6) Issues in the Education of Adolescents with Special Needs

Learning Units:

Continuing professional development; individualizing staff development, ethical standards for the use of video taping, the educator's right to privacy; student involvement: the rights and responsibilities of adolescent students: dress, smoking, driving, student government, student publications, service to the institution, interscholastic competition; school law and staff rights and responsibilities; drug abuse; team approach: intervening in crisis behavior, integration of supportive services personnel in the teaching-learning processes; community involvement: public relations, parent-teacher partnership

7) Introduction to Counseling

Learning Units:

Definition of counseling; counseling as an helping relationship; counseling at the Mark Twain School; nature of helping relationships: process, dimensions; empathic understanding, respect, and acceptance as basic counseling functions; the concept and value of active listening; sending "you" messages; self-awareness and genuineness as basic counseling functions; sending "I" messages; risks of authority; "no-lose" method for conflict resolution; class discussion meetings: types, purposes, structure and process; Reality Therapy concepts and class discussion groups; self-disclosure as an issue in counseling extent of personal expression; counseling and resistance to change; change as a valuing process in helping relationships

8) Research and Evaluation

Learning Units:

Evaluation--an orientation: needs assessment, program planning, implementation evaluation, progress evaluation, outcome evaluation; the Discrepancy Evaluation Model: overview and assumptions; program definition: student change variable; process definition; Classroom Observation Systems: observation systems; the Reciprocal Category System (RCS): mechanics of the RCS; skill training in the RCS; measurement competencies for teachers: construction and evaluation of classroom tests; statistical concepts

b) Practica. Practicum experience here connotes a supervised applied learning situation in which the learner participates directly in activities that represent real samples of professional role function and responsibility

1) Application of Psychoeducational Assessment Techniques

Description: Individual case work-up of student with special needs. Content includes: Analysis: a. Utilizing different sources of diagnostic data: student, counselors, classroom teachers, cumulative folder, test reports, other professionals, and community agencies, b. Employing different processes in collecting diagnostic data: observing, interviewing, teaching, completing checklists and questionnaires, testing, and reviewing written material; Synthesis: a. Organizing data as related to how the student functions in school. b. Integration of data for purposes of motivating, grouping, managing, and teaching the student

2) Application of Counseling Techniques

Description: Each participant is responsible for leading or co-leading a series of weekly group discussion meetings in a Montgomery County junior or senior high school; questions, observations, and reactions to these meetings are discussed in weekly small group supervisory sessions with trained Mark Twain professionals; examples of subjects discussed are: selecting group members; structuring initial meetings; stimulating group discussion; role of the leader; typical concerns and apprehensions of the leader; dealing with silence, withdrawal or antagonism; individual differences in leading groups

3) Experiencing Interpersonal Relations

Description: Direct participation in small and large lab-group experiences, and in total school community meetings. Content includes: Initial stages of group development: exploring role relations, setting contracts, experiencing different group memberships within Mark Twain (instructional teams, discipline groups, leadership group, bridging groups, the community group); Experiencing small group processes and interpersonal relations: entering into relationships, sharing concerns and reactions, seeking and providing feedback, listening and consulting, dealing with transition and separation, appreciating and expressing differences; Experiencing large group (community) or organizational processes: decision-making uncertainties, acknowledging and facing controversial issues, dealing with loss, confronting limits and expectations

4) Adolescent Life Space Experiences

Description: Participant-observation for four days in a special private school setting for troubled adolescents (residential or day care program). Content includes: Discussion and analysis of population served, program goals, environmental factors, educational-therapeutic strategies and approaches, organizational structure and role relations for each of the above settings with focus on implications or uses for Mark Twain School

5) Team Collaboration Experience

Description: Members of a teaching team met weekly with their team leader to plan, coordinate, and review activities. Meetings included topics which formed a permanent agenda, as well as immediate topics. Permanent topics for team discussion and problem-solving were: personal and team goals and expectations, sharing feedback, setting task priorities, means of providing consultation and support within team, identifying outside-team resources, delegating and sharing responsibilities, evaluation of Institute activities, planning for independent and practicum experiences, assessing and planning for student needs, building consensus or positions on critical issues in educating adolescents with emotional and learning difficulties. Immediate topics included in course content were: evaluation of team needs for budget recommendations, identification of data sources and inputs for psychoeducational planning and curriculum development, organization of team resource files, and setting priorities for inservice and organizational programs

6) Practice Teaching

Description: 200 hours of supervised experience in observing and teaching adolescents with learning and behavior difficulties at the Mark Twain School

c) Independent Study. All trainees were provided regular time periods to pursue areas or units of study that were particularly suited to personal needs and interests. Selection of independent study activities was based upon such factors as self-appraisal of personal strengths and weaknesses; and skill priorities based on the trainee's functional position in the Mark Twain School.

APPENDIX F

Mark Twain Staff Development Institute Schedule
for Week of November 1-5, 1971

Monday, November 1, 1971

8:00 a.m.	Community Meeting
8:30 a.m.	Evaluating, Recording, and Reporting Pupil Progress
10:00 a.m.	Statistics, Part II, Phil Ross
12:00 Noon	Leadership Group Meeting/Independent Study
1:00 p.m.	McGraw-Hill Represented by Marge Foster with Material on Film Loops
8:00 p.m.	Public Hearing by Board of Education on FY 73 Operating Budget Proposals

Tuesday, November 2, 1971

8:00 a.m.	Practicum
8:00 a.m.	Pupil Selection Staffings
8:00 p.m.	Public Hearing by Board of Education on FY 73 Operating Budget Proposals

Wednesday, November 3, 1971

8:00 a.m.	Counseling Seminar - Stan Fagen
9:15 a.m.	Concurrent Seminars: Counseling (Teams 1 & 2); Psychoeducation Assessment
10:30 a.m.	Break
10:45 a.m.	Concurrent Seminars: Counseling (Teams 1 & 2); Psychoeducation Assessment
12:00 Noon	Meeting of Learning Area Coordinators
1:00 p.m.	Team Meetings
2:00 p.m.	Team 1 and Physical Development Team - Concord School to Observe Closed Circuit TV System
	Team 2 - Galway Elementary School to Observe Audiotape Dial Access System
8:00 p.m.	Public Hearing by Board of Education on FY 73 Operating Budget Proposals

Thursday, November 4, 1971

8:00 a.m.	Community Meeting
8:30 a.m.	Seminar on Behavior Management - Nick Long
12:00 Noon	Staff Pot Luck Lunch
1:30 p.m.	Presentation of Self-Instructional Materials for Learning to Write Behavioral Objectives - Joan Israel
2:30 p.m.	Critical Issues Committee Meetings
8:00 p.m.	Public Presentation on Capital Budget for FY 73

Friday, November 5, 1971

8:00 a.m.	Community Meeting
8:30 a.m.	Seminar on Behavior Management - Harold Cohen, Institute for Behavioral Research
12:00 Noon	Meeting of Team Leaders with Learning Area Coordinators
1:00 p.m.	Bridging Groups
3:00 p.m.	Community Activities/Independent Activity

APPENDIX G

Budget

Name of Grantee: Montgomery County Public Schools

Title: Mark Twain School Staff Development Institute

Award Area: Emotionally Disturbed

I. DIRECT COSTS

A. Personnel

1.	Secretary (full-time, 12 months - April 1, 1971 - March 30, 1972)	$8,000.00 (a)
2.	Research Assistants (2) (half-time, 8 months, June 1, '71--February 28, '72 @ $4,000.00) (half-time, 4 months, October 1, '71--January 31, '72 @ $2,000.00)	$6,000.00 (a)
3.	Institute Resource Specialist (full-time, 9 months, May 1, '71--February 28. '72	$7,740.00 (a)
4.	Part-time instructors (seminar consultants) (9)	$9,500.00 (b)
5.	Outside lecturers and/or consultants (14)	$3,600.00 (b)

B. Other Direct Costs

6.	Employee Services and Benefits	$2,125.00 (c)
7.	Office supplies, reproduction, publicity, communications, postage	$1,750.00 (b)
8.	Instructional Supplies	$2,920.00 (b)
9.	Data processing costs	$ 500.00 (b)
10.	Equipment Rental (calculator for 8 months - $600; desk dictating machines (2) for 6 months - $260; copier for 8 months - $600)	$1,460.00 (b)
11.	Total Direct Costs (sum of lines 1 through 10)	$43,595.00

II. INDIRECT COST

12.	Total indirect costs (8 per cent of total direct costs)	$ 3,488.00 (b)*
13.	GRAND TOTAL (sum of lines 11 and 12)	$47,083.00

CATEGORICAL SUMMARY

(A)	02 Instructional Salaries		$21,740.00
(B)	03 Instructional Other		$23,218.00
	Consultants	$14,100	
	Supplies	5,658	
	Equipment rental	2,460	
	Out-of-county travel	1,000	
(C)	09 Fixed Charges		$ 2,125.00
		Total	$47,083.00

*A computed allowance to be applied at the discretion of the grantee, which has been distributed within Category 03.

APPENDIX H

Summary of Means on Pre-Post Institute Test Battery

	Instrument	Pre	Post
	Specialized Proficiencies for Working with Exceptional Children Questionnaire (SPQ)		
A.	Knowing the Child - importance	5.73 *	5.85
	Knowing the Child - confidence	3.41	4.00
B.	Curriculum Material and Methods - importance	5.84	6.03
	Curriculum Material and Methods - confidence	3.43	4.11
C.	Testing and Psychoeducational Assessment - importance	4.86	4.99
	Testing and Psychoeducational Assessment - confidence	3.01	3.78
D.	Counseling and Behavior Management - importance	5.65	5.75
	Counseling and Behavior Management - confidence	3.20	3.91
E.	Teacher as a Professional Team Worker - importance	5.95	5.95
	Teacher as a Professional Team Worker - confidence	3.67	4.19
F.	Parent and Public Relations - importance	4.63	4.32
	Parent and Public Relations - confidence	3.28	3.77
G.	Teacher as a Person - importance	6.59	6.69
	Teacher as a Person - confidence	4.17	4.40

**Scale means; Range: 1-7 for Importance, 1-5 for Confidence.*

	Instrument	Pre	Post
	Teacher Practices Questionnaire (TPQ)		
A.	Information Giver	2.58 **	2.60
B.	Counselor	1.72	1.69
C.	Disciplinarian	4.13	4.17
D.	Motivator	2.24	2.08
E.	Referrer	3.71	3.86

**Scale means; Range: 1-5*

APPENDIX H cont.

Instrument	Pre	Post
Personal Orientation Inventory (POI)		
A. Time Incompetent	3.76	4.24
B. Time Competent	18.79	17.95
C. Other directed	34.89	31.32
D. Inner directed	87.82	90.61
E. Self-actualizing value	21.26	21.24
F. Existentiality	21.29	22.08
G. Feeling Reactively	16.00	17.00
H. Spontaneity	12.84	13.79
I. Self-regard	13.16	12.58
J. Self-acceptance	16.92	17.47
K. Nature of man, construction	12.50	12.34
L. Synergy	7.37	7.39
M. Acceptance of aggression	16.55	16.71
N. Capacity for intimate contact	18.87	19.47
Fundamental Interpersonal Relations Orientation Behavior (FIRO-B)		
A. Inclusion expected	4.84	4.86
B. Inclusion wanted	4.60	5.00
C. Control expected	3.23	3.20
D. Control wanted	3.31	3.71
E. Affection expected	5.00	4.78
F. Affection wanted	5.78	5.44

APPENDIX H cont.

Instrument	Pre	Post
Fundamental Interpersonal Relations Orientation Feeling (FIRO-F)		
A. Inclusion expected	6.47	6.50
B. Inclusion wanted	4.74	6.13
C. Control expected	4.87	5.55
D. Control wanted	3.45	4.84
E. Affection expected	4.74	5.39
F. Affection wanted	4.74	5.39
Educational Values (VAL-ED)		
A. Importance	4.11	3.97
B. Mind	1.55	1.79
C. School-Child: Control	5.34	5.71
D. Teacher-Child: Control	1.97	1.79
E. Teacher-Child: Affection	6.89	7.05
F. Teacher-Community: Inclusion	5.95	5.37
G. Teacher-Community: Control	3.00	2.74
H. Teacher-Community: Affection	5.34	5.29
I. Administrative-Teacher: Inclusion	6.74	7.11
J. Administrative-Teacher: Control	2.89	2.26
K. Administrative-Teacher: Affection	6.82	7.24
L. Administrative-Community: Inclusion	4.92	4.66
M. Administrative-Community: Control	4.18	4.26
N. Administrative-Community: Affection	4.97	5.00

APPENDIX H cont.

Instrument	Pre	Post
Measurement Competency Test (MCT)	30.37	34.42
Minnesota Teacher Attitude Inventory (MTAI)	64.29	73.74
Profile of Organizational Characteristics (POC)		
A. Leadership X (describes present organization)	2.41*	3.11
Leadership O (indicates preference in organization)	3.27	3.33
Motivation X	2.37	3.22
Motivation O	3.31	3.44
Communication X	2.24	2.93
Communication O	3.11	3.20
Interaction X	2.50	3.20
Interaction O	3.33	3.40
Decision X	2.05	2.80
Decision O	2.88	3.00
Goal Setting X	1.03	1.34
Goal Setting O	1.45	1.43
Supervisory X	2.36	3.05
Supervisory O	3.31	3.25
Performance X	1.97	3.19
Performance O	3.26	3.45

**Scale means; Range: 0-4.*

APPENDIX I

MARK TWAIN SCHOOL
1551 Avery Road
Rockville, Maryland 20853

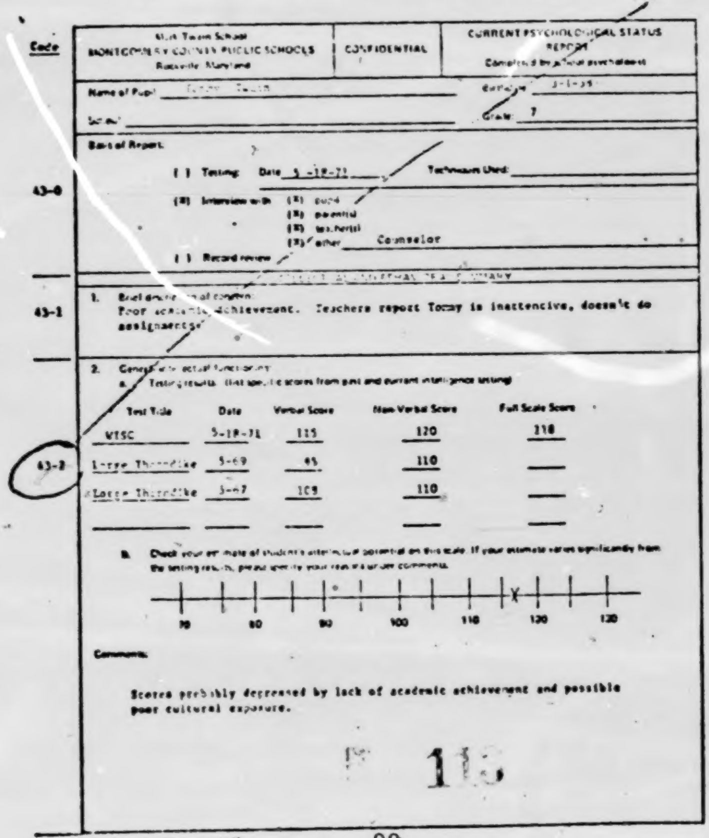
January, 1972

Mark Twain Staff Development Institute
Institute Evaluation
Instrument A

Directions: Attached is a pupil folder containing the following records:

Classroom Behavior Inventory (6)	MCPS Form 311-42
Current Psychological Status Report	MCPS Form 311-43
Referral to Mark Twain School	MCPS Form 311-44
School Summary Report	MCPS Form 311-45
Classroom Behavior Inventory Score Sheet	MCPS Form 311-46
School Record	SR
Public Health Nursing Evaluation Report	PH
Pupil Test Record ABCD Card (2)	TR

Individual items of data on each record are coded. For example the item titled *General intellectual functioning* on MCPS Form 311-43 is coded 43-2.)



Code

Mark Twain School
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

CONFIDENTIAL

CURRENT PSYCHOLOGICAL STATUS REPORT
Completed by school psychologist

Name of Pupil: [illegible]
Date: [illegible]
School:
Grade: 7

Basis of Report:

43-0
( ) Testing: Date 5-18-71 Techniques Used:
(X) Interview with (X) pupil
(X) parent(s)
(X) teacher(s)
(X) other Counselor
( ) Record review

43-1
1. Brief description of concern:
Poor academic achievement. Teachers report Tommy is inattentive, doesn't do assignments.

43-2
2. General intellectual functioning
a. Testing results (list specific scores from past and current intelligence testing)

Test Title	Date	Verbal Score	Non-Verbal Score	Full Scale Score
WISC	5-18-71	115	120	118
Lorge Thorndike	5-69	95	110	
Lorge Thorndike	5-67	109	110	

b. Check your estimate of student's intellectual potential on this scale. If your estimate varies significantly from the testing results, please specify your reasons under comments.

70 80 90 100 110 X 120 130

Comments:

Scores probably decreased by lack of academic achievement and possible poor cultural exposure.

APPENDIX I cont.

Part I

Listed below are four assessment areas each accompanied by a brief definition. After each assessment area are two questions related to the (assessment) area. Place the information requested on the answer sheet provided. (This copy of the exercise may be used as a work sheet.)

Example:

Assessment Area 0

Intellectual Functioning: *Demonstrated average or higher intellectual potential.*

1. **Based on the information contained in the pupil folder is it *probable* that intellectual functioning as defined above is a problem area for this pupil? (check one)**

______ **Yes** ___*X*___ **No** ______ **Data Inconclusive**

2. **List items of data (by code number) contained in the pupil folder which you considered most relevant in determining your answer to question no. 1. (List items in rank order - the most important first.)**

___*43-2*___ ___*43-3*___ ___*42-20*___ ________ ________

Assessment Area I

General Academic Achievement: *Academic achievement is consistent with estimated potential, chronological age and grade placement. (Exclude Reading)*

1. **Based on the information contained in the pupil folder is it *probable* that academic achievement as defined above is a problem area for this pupil? (check one)**

______ **Yes** ______ **No** ______ **Data Inconclusive**

2. **List items of data (by code number) contained in the pupil folder which you considered most relevant in determining your answer to question no. 1. (List items in rank order - the most important first.)**

________ ________ ________ ________ ________

Assessment Area II

Reading: *Reads at a level which permits pupil to perform satisfactorily most school tasks requiring reading.*

1. Based on the information contained in the pupil folder is it *probable* that reading as defined above is a problem area for this pupil? (check one)

______ Yes ______ No ______ Data Inconclusive

2. List items of data (by code number) contained in the pupil folder which you considered most relevant in determining your answer to question no. 1. (List items in rank order - the most important first.)

________ ________ ________ ________ ________

Assessment Area III

A. *Classroom Behavior (Self): Overt behavior in the classroom interferes with pupil's own participation in the normal ongoing learning activities set up by the classroom teacher.*

1. Based on the information contained in the pupil folder is it *probable* that classroom behavior (self) as defined above is a problem area for this pupil? (check one)

______ Yes ______ No ______ Data Inconclusive

2. List items of data (by code number) contained in the pupil folder which you considered most relevant in determining your answer to question no. 1. (List items in rank order - the most important first.)

________ ________ ________ ________ ________

B. *Classroom Behavior (Others): Overt behavior in the classroom interferes with the normal ongoing learning activities set up by the classroom teacher.*

1. Based on the information contained in the pupil folder is it *probable* that classroom behavior (others) as defined above is a problem area for this pupil? (check one)

______ Yes ______ No ______ Data Inconclusive

2. List items of data (by code number) contained in the pupil folder which you considered most relevant in determining your answer to question no. 1. (List items in rank order - the most important first.)

________ ________ ________ ________ ________

APPENDIX I cont.

Assessment Area IV

A. *Interpersonal Relationships (Peers):* *Demonstrated ability to establish and maintain positive relationship with peers.*

1. Based on the information contained in the pupil folder is it *probable* that interpersonal relationships (peers) as defined above is a problem area for this pupil? (check one)

_____ Yes _____ No _____ Data Inconclusive

2. List items of data (by code number) contained in the pupil folder which you considered most relevant in determining your answer to question no. 1. (List items in rank order - the most important first.)

_________ _________ _________ _________ _________

B. *Interpersonal Relationships (Adults):* *Demonstrates acceptable relation ships with school authority figu (e.g. teachers, principal, etc.)*

1. Based on the information contained in the pupil folder is it *probable* that interpersonal relationships (adults) is a problem area for this pupil? (check one)

_____ Yes _____ No _____ Data Inconclusive

2. List items of data (by code number) contained in the pupil folder which you considered most relevant in supporting your answer to question no. 1. (List items in rank order - the most important first.)

_________ _________ _________ _________ _________

Part II

Write a *brief* statement for each of the following assessment areas which best characterizes the pupil as described in the pupil folder. Refer to Part I for assessment area definitions. Place the information requested on the answer sheet provided. (This copy of the exercise may be used as a work sheet.)

Example:

Assessment Area 0: Intellectual Functioning -

Pupil is average or above. Academic deficiencies detract from a good IQ.

Assessment Area I: General Academic Achievement -

Assessment Area II: Reading -

Assessment Area III:

A. Classroom Behavior (Self) -

B. Classroom Behavior (Others) -

APPENDIX I cont.

Assessment Area IV:

A. Interpersonal Relationships (Peers) -

____

____

____

B. Interpersonal Relationships (Adults) -

____

____

____

Other: (Specify Problem Area) Optional

A. ______________________________ -

____

____

____

B. ______________________________ -

____

____

____

MARK TWAIN SCHOOL
1551 Avery Road
Rockville, Maryland 20853

January, 1972

Mark Twain Staff Development Institute
Institute Evaluation
Instrument A Part I Answer Sheet

Identification Number

	(Check One)									
Question Number	Yes	No	Data Inconclusive	Question Number	List items in rank order- the most important first.					Do Not Write This S
O-1.	( )	(x)	( )	O-2.	43-2	43-3	42-20			
I-1.	( )	( )	( )	I-2.						
II-1.	( )	( )	( )	II-2.						
IIIA-1.	( )	( )	( )	IIIA-2.						
IIIB-1.	( )	( )	( )	IIIB-2.						
IVA-1.	( )	( )	( )	IVA-2.						
IVB-1.	( )	( )	( )	IVB-2.						

Part II Answer Sheet on Reverse Side

APPENDIX I cont.

Instrument A   Part II   Answer Sheet

Assessment Area	Write a *brief* statement which best characterizes the pupil as described in the pupil folder.	Do Not Write in This Space
0		
I		
II		
IIIA		
IIIB		
IVA		
IVB		
Other A (Optional)		
Other B (Optional)		

APPENDIX I cont.

CODE

T R

A

PUPIL TEST RECORD

MONTGOMERY COUNTY PUBLIC SCHOOLS
DEPT. PUPIL & PROGRAM APPRAISAL

CODE T R	STUDENT NAME LAST	FIRST	M.I.	STUDENT ID NO	TEST DATE	SECTION	GRADE	SCHOOL
TR- 0	Twain	Tommy	M	1551	05-67	2	3 9	7734

CODE T R	NAME OF TEST · FORM		GRADE EQUIVALENT		DEVIATION FROM EXPECTANCY	STANINES NATL	STANINES MCPS	STANDARD SCORE	NATIONAL PERCENTILE	
TR- 1	LT Verbal	1	04	1		6		108	82	112/105
	LT Non-Verbal	1	04	6		6		110	81	120/105
TR- 2	ITBS Vocabulary	4	03	1	*1.2-	4	4		33	
	Reading Comp	4	03	0	*1.3-	4	3		29	
TR- 3	Spelling	4	02	9	*1.6-	4	4		26	
	Capitalization	4	02	1	*2.4-	2	2		07	
	Punctuation	4	01	9	*1.7-	2	2		05	
	Language	4	02	8	*1.9-	4	4		28	
	Map Reading	4	03	0	*1.2-	4	3		26	
	Graphs and Tables	4	02	0	*1.4-	4	3		26	
	Ref. Materials	4	02	5	*1.7-	3	2		12	
TR- 4	Math Concepts	4	02	8	*1.4-	3	3		16	
	Math Problems	4	02	6	*1.6-	3	3		17	
TR- 5	Composite	4	02	7	*1.6-	3	2		15	

A

PUPIL TEST RECORD

MONTGOMERY COUNTY PUBLIC SCHOOLS
DEPT. PUPIL & PROGRAM APPRAISAL

CODE T R	STUDENT NAME LAST	FIRST	M.I.	STUDENT ID NO	TEST DATE	SECTION	GRADE	SCHOOL
TR- 6	Twain	Tommy	M	1551	05-69	2	5 9	7734

CODE T R	NAME OF TEST · FORM		GRADE EQUIVALENT		DEVIATION FROM EXPECTANCY	STANINES NATL	STANINES MCPS	STANDARD SCORE	NATIONAL PERCENTILE	
TR- 7	LT Verbal	1	05	0		4		095	43	123/129
	LT Non-Verbal	1	06	7		6		110	77	146/129
TR- 8	ITBS Vocabulary	4	04	0	*1.3-	3	3		16	
	Reading Comp	4	03	5	*1.9-	2	2		06	
TR- 9	Spelling	4	03	2	*2.2-	2	2		07	
	Capitalization	4	02	9	*1.0-	1	1		03	
	Punctuation	4	02	2	*3.3-	1	1		01	
	Language	4	03	7	*1.6-	3	3		16	
	Map Reading	4	04	0	*1.5-	3	2		13	
	Graphs and Tables	4	03	8	*1.5-	3	2		12	
	Ref. Materials	4	03	3	*2.1-	1	1		04	
TR-10	Math Concepts	4	03	2	*2.2-	1	1		02	
	Math Problems	4	03	3	*2.1-	1	1		04	
TR-11	Composite	4	03	4	*2.0-	1	1		02	

CODE	
PH	PUBLIC HEALTH NURSING EVALUATION/REPORT
PH-1	In a telephone conversation, Mother says, Tommy's health is generally good. He is supposed to wear glasses but has lost two pairs this year and currently is not wearing glasses at all.
PH-2	In 6th grade he had many stomach upsets in the morning which prevented his going to school. She was never sure of the cause.
PH-3	School nurse reports he visited health room about once a month in 7th grade because of headaches.

APPENDIX I cont.

CODE

SCHOOL RECORD

T

SR	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	G
Language Arts	Out of State-	Out of State-	Read C Lang C Writing B Spell C	Read C Lang C Writing B Spell D	Read D Lang C Writing D Spell D	R L W S
Arithmetic	no record available	no record available	B	B	C	C
Social Studies Science			A	Soc. St. B Sci. B	Soc. St. C Sci. C	S S
Fine Arts			S	excellent	S	S
Physical Education Health Safety			S	S	S	S
Days Absent			3	6	10	9

SCHOOL RECORD TOMMY TWAIN

1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
	Out of State-	Read C Lang C Writing B Spell C	Read C Lang C Writing B Spell D	Read D Lang C Writing D Spell D	Read D Lang D Writing D Spell D	English D
ecord able	no record available	B	B	C	C	Math C
		A	Soc. St. B Sci. B	Soc. St. C Sci. C	Soc. St. D Sci. D	Geography E Science D
		S	excellent	S	S	Art B
		S	S	S	S	Physical Education B
		3	6	10	9	12

APPENDIX I cont.

ode

Mark Twain School MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland	CONFIDENTIAL	CLASSROOM BEHAVIOR INVENTORY SCORE SHEET

Pupil Tommy Twain

Scale | **Item Scores**

(Transfer circled numbers from CBI items)

6-0

1.	Extraversion	1 3	7 2	13 2	Total 7
2.	Introversion	2 1	8 0	14 0	1
3.	Task-Oriented	3 3	9 2	15 2	7
4.	Low Task-Oriented	4 2	10 2	16 2	6
5.	Low Hostility	5 2	11 2	17 2	6
6.	Hostility	6 1	12 1	18 0	2

Transfer to:

SCHOOL
SUMMARY
REPORT

6-1

1.	Extraversion	1 3	7 3	13 1	Total 7
2.	Introversion	2 0	8 2	14 3	5
3.	Task-Oriented	3 0	9 1	15 1	2
4.	Low Task-Oriented	4 3	10 3	16 3	9
5.	Low Hostility	5 1	11 2	17 3	6
6.	Hostility	6 2	12 1	18 1	4

Transfer to:

SCHOOL
SUMMARY
REPORT

6-2

1.	Extraversion	1 1	7 1	13 1	Total 3
2.	Introversion	2 3	8 2	14 2	7
3.	Task-Oriented	3 0	9 0	15 0	0
4.	Low Task-Oriented	4 3	10 3	16 3	9
5.	Low Hostility	5 0	11 2	17 2	4
6.	Hostility	6 1	12 1	18 1	3

Transfer to:

SCHOOL
SUMMARY
REPORT

6-3

MCPS Form 311-46, August 1971

APPENDIX I cont.

CLASSROOM BEHAVIOR INVENTORY

Code	Scale	Item Scores (Transfer circled numbers from CBI items)						Total	
46-4	1. Extraversion	1	2	7	2	13	3	7	Transfer to: SCHOOL SUMMARY REPORT
	2. Introversion	2	0	8	0	14	1	1	
	3. Task-Oriented	3	2	9	1	15	1	4	
	4. Low Task-Oriented	4	2	10	2	16	3	7	
	5. Low Hostility	5	1	11	2	17	2	5	
	6. Hostility	6	2	12	2	18	1	5	
46-5	1. Extraversion	1	2	7	2	13	3	7	Transfer to: SCHOOL SUMMARY REPORT
	2. Introversion	2	1	8	1	14	0	2	
	3. Task-Oriented	3	2	9	3	15	2	7	
	4. Low Task-Oriented	4	2	10	1	16	1	4	
	5. Low Hostility	5	3	11	2	17	3	8	
	6. Hostility	6	0	12	1	18	0	1	
46-6	1. Extraversion	1	1	7	1	13	2	4	Transfer to: SCHOOL SUMMARY
	2. Introversion	2	0	8	2	14	2	4	
	3. Task-Oriented	3	1	9	1	15	1	3	
	4. Low Task-Oriented	4	2	10	3	16	3	8	
	5. Low Hostility	5	2	11	2	17	2	6	
	6. Hostility	6	1	12	1	18	1	3	

Code			
	Mark Twain School MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland	CONFIDENTIAL	SCHOOL SUMMARY REPORT Completed by principal or his designee

45-0

Name Tommy Twain Birthdate 3-1-58

School Grade 7

45-1

1. Areas of Concern:

		mild	moderate	severe
(x)	Unable to learn, not explained by sensory, motor, health factors or intellectual deficit	( )	( )	(x)
( )	Unable to function with peers	( )	( )	( )
(x)	Difficulty relating to teachers and/or other adults	( )	( )	(x)
(x)	Inappropriate behavior under normal circumstances	( )	(x)	( )
( )	Sad, signs of depression	( )	( )	( )
( )	Somatic complaints	( )	(x)	( )
( )	Other: ______________________	( )	( )	( )

Brief summary of the above:

Gradual drop in performance, lack of interest, hostility to teachers.

45-2

2. Describe steps taken by the school to help:

Counselor has tried to talk with Tommy and with his parents. Switched to different classes where it was thought he would have a better chance.

45-3

3. Specify, in order of priority, the goals you feel need to be achieved in order for him to function adequately in your school.

1) Relate positively to teachers

2) See the need for good school performance for his own future good

3) Reach grade level in academics

4)

MCPS Form 311-45, August 1971

Code

SCHOOL SUMMARY REPORT

4. How does the pupil view the concern?

45-4 Does not open himself up to teachers or counselor, says he tries but courses are not worthwhile, teachers are too demanding.

5. Summarize the pupil's strengths, interests:

45-5 Good relationship with some peers. Interest in music.

SUMMARY OF CLASSROOM BEHAVIOR INVENTORY: INSTRUCTIONS – Transfer the total scores from the CBI SCORE SHEET to the appropriate column.

45-6

TEACHER	#1	#2	#3	#4	#5	#6	#7	#8	#9
SUBJECT TAUGHT	P.E.	Eg.	Geog.	Math	Art	Sci.			
SEX	[✓ M] F	M [✓ F]	[✓ M] F	[✓ M] F	M [✓ F]	M [✓ F]	M F	M F	M F
1. Extraversion	7	7	3	7	7	4			
2. Introversion	1	5	7	1	2	4			
3. Task Oriented	7	2	0	4	7	3			
4. Low Task-Oriented	6	9	9	7	4	8			
5. Low Hostility	6	6	4	5	8	6			
6. Hostility	2	4	3	5	1	3			
Peer Relations Score (6 to 0)	4	3	3	4	5	4			

ENCLOSURES:

1) Please attach a copy of the pupil's (a) Test Record, and (b) Subject Performance Record.

45-7 2) Please include the Classroom Behavior Inventory Reports from *all* teachers who currently teacher this pupil.

If this pupil is selected for Mark Twain, this school's liaison person will be

Name: Dan Doe
Position: Counselor

Form completed by: Name: Skol Principle Position: Principal Date: 6 /3/71

APPENDIX I cont.

Code			
	Mark Twain School MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland	CONFIDENTIAL	REFERRAL TO MARK TWAIN SCHOOL Completed by Pupil Services Case Coordinator

Name of Pupil Tommy Twain	Age 13	Birthdate 3-1-58	Sex M
School	Area	Grade 7	Race W

44-0

Parents' Name and Address	Occupation	Telephone
Father: H. Twain	Salesman	Home: 774-4306
		Business: 762-4350
Mother: M. Twain	Housewife	Home: Same
		Business: N/A

Pupil lives with (x) both parents, ( ) mother, ( ) father, ( ) other ________

Principal language in the home is English.

GENERAL DESCRIPTION OF CONCERN

44-1

1. Reason for referral:

Poor grades, lack of interest in school.

Poor behavior.

Usually having some kind of a problem in school.

44-2

2. Grade(s) in which problem became a major concern:

K 1 2 3 4 [✓ 5] 6 7 8 9 10 11 12

Comments:

44-3

3. Brief description of past and current efforts to help student: i.e., educational diagnostic workups, tutoring, special placement, therapy, etc.

1. changed classes - not successful
2. parent conferences
3. keeping in detention

44-4

4. Summarize the ways of working with the student that have been successful:

Works best when he has individual attention from teacher.

MCPS Form 311-44, August 1971

APPENDIX I cont.

ode

REFERRAL TO MARK TWAIN SCHOOL. 2

4-5 5. Other general issues of importance in understanding this pupil i.e., physical, social, etc.

-6 6. How does the pupil view his problems?

Blames troubles on uninteresting courses, poor teaching.

4-7 7. Pupil's feelings towards Mark Twain placement:

( ) Positive
(xx) Ambivalent
( ) Negative
( ) Unknown

Comments:

Reluctant to leave his friends at this school, but wants help in school achievement.

-8 8. Willingness of parents to have pupil considered for Mark Twain placement:

( ) Strong
(xx) Moderate
( ) Slight
( ) Undecided

Comments:

4-9 9. Degree of parental interest in the periodic meetings that are part of the Mark Twain program:

( ) Strong
(xx) Moderate
( ) Slight
( ) Undecided

Comments:

RECOMMENDATIONS AND RETURN PLAN

4-10 1. In addition to Mark Twain School, rank order any of the following programs you feel might be an appropriate consideration for meeting this pupil's needs:

- (x) Regular classroom with assistance from school based resource room, i.e., pupil resource teacher program
- ( ) Full time special program in neighborhood school
  - ( ) Special Education classes
  - ( ) WOC
  - ( ) Vocational Programs
  - ( ) Other: ______________________
- ( ) Home bound instruction
- ( ) Residential placement

Comments:

Code

REFERRAL TO MARK TWAIN SCHOOL

3

2. What do you think should be the major goals of the Mark Twain placement?

a. motivate him toward school

4-20 b. accept adult authority

c. learn study skills

3. Anticipated length of stay needed to accomplish these goals:

4-30 ( ) one semester (x) one year ( ) two year ( ) other ____

4-40 4. Pupil will probably return to same school.

5. What recommendations can you suggest for meeting the above goals with regard to:

a. Instructional program:

4-50 Flexible but firm

b. Parental involvement:

Parents need help in dealing with a teenage boy. Discipline is inconsistent, expectations are high.

c. Other areas:

6. Signature of person completing form:

4-60 I [✓ (will)] (will not) be available to help introduce the student and family to Mark Twain School and to coordinate his return:

P Walker PPW (X) S.W. ( ) Psych ( )

Name Date

7. Records attached:

4-70 (x) Classroom Behavior Inventory Reports from all current teachers

(x) School Summary Report with attachments indicating student's current academic functioning

(x) Public Health Nurse's Report

(x) Current Psychological Status Report

ENDORSEMENT

It is my opinion that this pupil meets the requirements for placement at Mark Twain.

P. S. Supervisor 7/3/71

Pupil Services Supervisor Area# Date

APPENDIX I cont.

Code

Mark Twain School MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland	CONFIDENTIAL	CURRENT PSYCHOLOGICAL STATUS REPORT Completed by school psychologist

Name of Pupil: Tommy Twain

Birthdate: 3-1-58

School:

Grade: 7

Basis of Report:

43-0

( ) Testing: Date 5 -18-71 Techniques Used:

(X) Interview with (X) pupil
(X) parent(s)
(X) teacher(s)
(X) other Counselor

( ) Record review

INTELLECTUAL AND BEHAVIORAL SUMMARY

1. Brief description of concern:

43-1 Poor academic achievement. Teachers report Tommy is inattentive, doesn't do assignments.

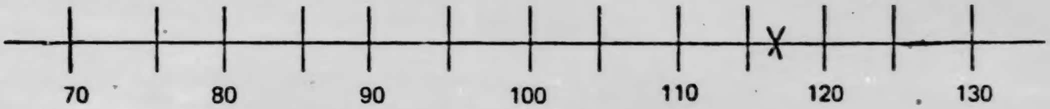
2. General intellectual functioning:

a. Testing results: (list specific scores from past and current intelligence testing)

43-2

Test Title	Date	Verbal Score	Non-Verbal Score	Full Scale Score
WISC	5-18-71	115	120	118
Lorge Thorndike	5-69	95	110	
Lorge Thorndike	5-67	108	110	

b. Check your estimate of student's intellectual potential on this scale. If your estimate varies significantly from the testing results, please specify your reasons under comments.



Comments:

Scores probably depressed by lack of academic achievement and possible poor cultural exposure.

3. Summarize results of any other testing done in past, i.e., educational diagnostic evaluation, vocational testing etc.

43-3

WISC

Verbal		Performance	
Information	10	Picture Completion	12
Comprehension	12	Picture Arrangement	10
Arithmetic	8	Block Design	13
Similarities	13	Object Assembly	12
Digit Span	13	Coding	13

43-4

4. Behavioral characteristics: From the information available to you, how would you rate the pupil on the following characteristics?

				AVERAGE				UNKNOWN
a.	energy:	lethargic				X	hyperactive	( )
b.	affect:	euphoric		X	X		depressed	( )
c.	controls:	rigid			X		absent	( )
d.	anxiety level:	high					low	(X)
e.	agression:	timid			X		hostile	( )
f.	social:	gregarious		X			isolate	( )

Elaboration on any of the above or other characteristics which are important in understanding this pupil, i.e., tenuous reality contact, phobias, etc.

Probably seeks peer attention at times. Hostility is expressed primarily toward adults.

43-5

5. What is this pupil's orientation toward the future, his goals, plans, etc.?

Wants to leave school as soon as possible although seems to like some parts of it (e.g. physical education, art and math teacher). No definite goals or plans indicated.

RECOMMENDATIONS

3-10

1. What are the basic needs of this pupil? (i.e. limits, security, self-esteem, etc.)

Not too much different from other kids. Seems to have a strong need for approval, particularly from peers.

3-20

2. Recommendations for meeting these needs, with regard to:

a. classroom management and grouping:
As much as possible, involve him in decision making process about his course of study. Make sure assignments are on his achievement level.

CURRENT PSYCHOLOGICAL STATUS 3

Code

43-20 cont.

b. therapeutic requirements: (if any)

c. areas of possible reinforcement:

Very interested in popular music
Interest in peers
Art and physical education activities

d. other recommendations:

43-30

3. What other programs, besides Mark Twain, could or should be considered for meeting this pupil's needs?

Modified program within school (i.e. S.R.T.)

43-40

4. Estimate of parental agreement with this report:

( ) complete agreement
(X) partial agreement
( ) little agreement
( ) unknown

Comments:

43-50

5. General comments: (optional)

Parent expectations for child are high. Older brother has been exceptionally good student; they think Tommy could do equally well if he wanted to.

Sigmund Freud 5/25/71
Psychologist Date

(1 of 6) of inventories completed for subject areas.

APPENDIX I cont.
Art, English, Math, Science, Geography, Physical Education

Mark Twain School MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland	CONFIDENTIAL	CLASSROOM BEHAVIOR INVENTORY Completed by teacher

Code

Pupil Name: Tommy Twain
Grade:
Form Completed By: Teacher Name: Noha Gooda
Subject: Art

42-0

Please describe as accurately as possible how this pupil behaves in your classroom by circling one of the four responses to each question. Give a response to every item and BASE YOUR RESPONSE UPON YOUR PERSONAL OBSERVATION AND EXPERIENCE. Please do not confer with anyone about the pupil before completing this form.

42-1

		Very Much Like	Somewhat Like	Very Little Like	Not At All Like
1.	Laughs and smiles easily and spontaneously in class.	3	[✓ 2]	1	0
2.	Has a low, unsteady or uncertain voice when speaking to teacher or a group of classmates.	3	2	[✓ 1]	0
3.	Works earnestly in his classwork—doesn't take it lightly.	3	[✓ 2]	1	0
4.	Is quickly distracted by events in or outside the classroom.	3	[✓ 2]	1	0
5.	Awaits his turn willingly.	[✓ 3]	2	1	0
6.	Tries to get even with a student with whom he is angry.	3	2	1	[✓ 0]
7.	Likes to express his ideas and views.	3	[✓ 2]	1	0
8.	Is usually sad, solemn and serious looking.	3	2	[✓ 1]	0
9.	Watches carefully when teacher or a classmate is showing how to do something.	[✓ 3]	2	1	0
10.	Sometimes pays attention—other times must be spoken to constantly.	3	2	[✓ 1]	0
11.	Tries not to do or say anything which would hurt others.	3	[✓ 2]	1	0
12.	Gets angry quickly when others do not agree with his opinion.	3	2	[✓ 1]	0
13.	Does not wait for others to approach him, but seeks others out.	[✓ 3]	2	1	0
14.	Tends to withdraw and isolate himself, even when he is supposed to be working with a group.	3	2	1	[✓ 0]
15.	Sticks with a job until it's finished, even if it is difficult for him.	3	[✓ 2]	1	0
16.	Often cannot answer a question because his mind has wandered.	3	2	[✓ 1]	0
17.	Gives the other an opportunity to express his point of view.	[✓ 3]	2	1	0
18.	Ridicules and mocks others without regard for their feelings.	3	2	1	[✓ 0]

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Code

CLASSROOM BEHAVIOR INVENTORY

19. *PEER RELATIONSHIPS*

Circle the number of the item which best describes the pupil's relationship with classmates.

42-19 0 Rejected entirely by peers.
1 Rejected generally by peers.
2 Borderline rejection by peers.
3 No clear evidence of acceptance or rejection by peers.
4 Moderate acceptance among peers.
[✓ 5] High acceptance among peers.
6 Exceptionally good relationship with peers.

20. Compared to other pupils this age, do you think his overall intellectual potential is:

42-20 1. Far above average
[✓ 2.] Above average
3. Average
4. Below average
5. Far below average

21. Describe what this pupil has achieved in the subject(s) you teach.

42-21 Does well in various projects. Sometimes tends to be careless.

22. Describe his attitude toward the subject(s) you teach.

Seems to like art.

42-22

23. Describe his attitude toward you.

42-23 Doesn't talk back.

24. List any basic school skills you feel this pupil is lacking.

42-24 Hard to tell. Doesn't seem to read very well or doesn't attend when he is reading something.

APPENDIX I cont.

Code

CLASSROOM BEHAVIOR INVENTORY

25. What do you feel are his strong points, his interests?

Has some creative ideas.

42-25 Has expressed interest in music.

26. What ways have proven successful in working with him?

42-26 Letting him work at his own pace. Taking a personal interest in what he is doing.

27. What goals for improvement would you suggest?

42-27 Seems to be coming along pretty well.

Maybe could use work in learning to not be so careless at times.

Noha Gooda

Signature Date

I have known this pupil for 1 year

I have taught this pupil for 1 year

APPENDIX I cont.

WHAT ARE WE GOING TO DO FOR TOMMY?

Some Thoughts on Teaching[m]

Directions: You have been asked to provide an educational program for a boy who has had little success in school. Please read the attached "Profile of Tommy" and then during the next 1 to 1 1/2 hours write a response to each of the following items. (Additional information on Tommy is contained in the pupil folder.) Read all of the questions before you begin to answer the first one.

1. What school staff or other resources would you call on before you develop an educational plan for Tommy? State your reason(s) for each resource you identify.

2. Name one educational objective you consider important for Tommy. Briefly describe three instructional alternatives (strategies) you could select to reach that objective. Rank the strategies using 1 as the most appropriate for Tommy.

3. Identify two curriculum materials and/or media (by name) from your discipline which you feel are appropriate for Tommy's instruction. Then list at least 3 major features, principles and/or characteristics of each curriculum material.

4. Describe the relationship (match) between the instructional strategy ranked 1 and the characteristics of the curriculum materials you identified in answer to question three, e.g. show how each curriculum material relates to the instructional strategy.

5. How would you evaluate the success of the strategy ranked number 1? What evidence would you consider sufficient to say that you were successful? unsuccessful?

PROFILE OF TOMMY

Tommy, a seventh grader, has not been successful in school. He is prone to picking fights in class and on the playground. He has been "talked to" by teachers and principals almost every week of his seven years of school. He always resolves to do better but never seems to keep his word for more than a week or two. Conferences with parents seem to lead nowhere even though the parents try to be helpful.

Tommy has been tested with individual intelligence tests, personality tests, and routine group intelligence and achievement tests with his class at the end of third and fifth grades. His IQ scores range from 106 to 118, with lower scores being obtained on the group tests. On personality tests, Tommy tended to appear overtly hostile and critical and to show clear signs of lack of confidence in himself. He seemed to be in social and emotional turmoil much of each school year.

Achievement test results showed him at grade levels 2.8 in language usage, 2.5 in work study skills, 2.8 in arithmetic, and 3.0 in reading at the end of the third grade. If he had been achieveing up to par, hiw scores should have been about grade level 3.9. Two years later, Tommy had gained only 0.5 to 1.0 grade levels in each of the same areas. So, after five years of school he was educationally underachieving about two or two and one half years. Since Tommy was absent during the time his class took the seventh grade battery of tests, his scores are not available. He is, however, receiving D's and E's in all of his subjects this year.

Audio Visual Equipment
Personal Checkout List

Name ______________________________

Equipment		Checkout Time		Initialed By
		From	To	
A.	1. Videotape Recorder			
	2. Videotape Camera			
	3. Videotape Playback Unit			
B.	1. Standard Master - Prepare 1 ditto master			
	2. Standard Master - Prepare 1 transparency			
	3. Ditto Machine			
	4. Opaque Projector			
	5. Overhead Projector			
C.	1. Wollensak Cassette-Recorder-Record and Playback			
	2. Add listening station to Wollensak Playback			
	3. Rheem Reel-to-Reel Recorder-Record and Playback			
D.	1. Bell & Howell Autoload 16 mm Projector			
	2. Dual 8 (Reel-to-Reel) Projector			
	3. Super 8 Cartridge Projector (Film loop)			
E.	1. Filmstrip-Slide Projector			
	2. Carousel Projector (slides only)			
	3. Filmstrip Previewer			
	4. Filmstrip-Cassette Projector			

APPENDIX I cont.

DIAL RETRIEVAL/ OBSERVATION SYSTEM PERSONEL CHECK LIST

Name ______________________________ Date ______________

	Init. & Date
Retrieval of audio only program from room	
Retrieval of audio-video program from room	
Adjustment of 23" TV monitor	
Use of headset - room type	
Use of carrel retrieval station	
Adjustment of 9" TV monitor	
Use of headset - carrel type	

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